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ABSTRACT

A nine month self-study aimed at improving public and technical services, internal operations, and overall management was conducted during 1979-80 by the library staff at Saint Mary's College. A part of the Small Library Planning Program, the study was funded by the Lilly Foundation through the Office of Management Studies, Association of Research Libraries. A group aproach to analysis used library staff, faculty, students, and administration to conduct the analyses. This report includes a summary of the major issues confronting the library; an analysis of higher education in the United States and at Saint Mary's College; and a list of recommendations and a plan of action to effect those changes deemed necessary for improving the quality of the services of the Library. One of the principal findings was a need for reorganization and such a plan is included. Study team and task force reports are also provided, along with the survey instruments used to collect the information. Fifteen references are cited. (Author/EAA)

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SAINT MARY'S COLLEGE
SMALL LIBRARY PLANNING PROGRAM
REPORT OF A SELF STUDY
September 1979 - October 1980

Directed by the Office of Management Studies
of the Association of Research Libraries

Funded by Lilly Endowment

Notre Dame, Indiana
October 1980

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TABLE OF CONTENTS

PAGE

PREFACE..... i

INTRODUCTION..... ii

SUMMARY OF MAJOR ISSUES..... 1--5

RECOMMENDATIONS (ACTION-PLANNING)..... 6--30

PART I SITUATIONAL ANALYSIS

Higher Education in the United States... 31--46

Saint Mary's College..... 47--54

The Library World..... 55--71

Saint Mary's College Library..... 72--85

Planning Assumptions..... 86--89

PART II NEEDS ASSESSMENT REPORT

Institutional Policy Task Force Report.. 90--93

User-Services Task Force Report..... 94-131

Management Task Force Report.....132-167

PART III APPENDICES

A Director's Charge to Study Team.....168-175
Study Team Charges to Task Force

B Organizational Charts.....176-177

C Institutional Profile.....178-179

D Standards for College Libraries.....180-181
Standard Five

E User-Services Survey Instruments.....182-186

F Management Questionnaire I (Staff)..187-200
Management Questionnaire II (Staff)
Management Questionnaire III(Staff Personal Interview)
Management Questionnaire IV (Student Assistants)

BIBLIOGRAPHY.....201-202

PREFACE

This self-study report should be examined carefully by those concerned with the quality of Saint Mary's College Library. Within the framework provided by the Small Library Planning Program and funded by the Lilly Foundation through the Association of Research Libraries' Office of Management Studies, the present study is the result of a detailed examination of the library's operations, management, and services conducted over a nine-month period by an able and devoted library staff with assistance from members of the faculty, administration, and student body.

The report provides a list of recommendations and a plan of action to effect the changes deemed necessary for improving the quality of the services of the library.

I am deeply grateful to all who worked so earnestly and diligently to accomplish this task, and in particular to the study team members, Robert Hohl and Lola Mae Philippsen, and to our consultant P. Grady Morein from the Office of Management Studies, without whom this study could not have been accomplished.

A special thanks also goes to our editorial consultant, Sister M. Campion, C.S.C. and to Thomas Woods and Sister M. Margaretta, C.S.C., whose work on the study team helped to launch the program and get it off to a sound start before unforeseen circumstances necessitated their withdrawal from the study.

Sister Bernice Hollenhorst, C.S.C.
Director, Saint Mary's College Library

INTRODUCTION

The Small Library Planning Program is an assisted self-study process enabling small academic libraries to develop action-oriented plans for improving their performance. Through a grant funded by the Lilly Foundation and administered by the Office of Management Studies, Association of Research Libraries, Saint Mary's College was one of the six academic libraries who participated in the initial development of this program.

From September 1979 through July 1980, the library systematically examined its operations, management and services; drew up a list of strengths and needs; designed an action-plan to address the needs and prepared this final report.

The basic responsibility for conducting the study rested initially with a five-member study team selected by the library director and appointed by the Vice President and Dean of Faculty. Unforeseen circumstances necessitated the withdrawal of the two faculty members on the team, leaving three librarians to carry out the program. The study team members were aided in the project by three task forces composed of library staff members, faculty, administration and students. Every librarian participated in a task force and all library personnel supplied data for the study through interviews and questionnaires. The task force reports illustrate staff commitment to improve Saint Mary's library service to the academic community.

The final report consists of a summary, situational analysis report, task force reports, and recommendations.

The study team wrote the final summary and recommendations identifying those issues which seem most important to Saint Mary's College Library. Following the summary and recommendations are the study team and task force reports. Each report was the responsibility of that particular committee who collected and analyzed data on specific charges and then presented reports to the study team.

The loss of the two faculty members from the study team placed a heavy burden on the three librarians remaining on the study team and also deprived the team of a valuable outside viewpoint. The study also proved to be a demanding and time-consuming project. However, despite these problems, the participants felt that the beneficial results far outweighed the difficulties encountered.

While the reports in this document primarily stress needs, most members of the staff have come to realize that Saint Mary's College Library is overall a strong effective library and the problems which it faces are fairly common to most academic libraries. The self-study process has benefited the library in other ways as well:

1. increased staff knowledge about the operation of the library,
2. staff acknowledgement of the need for change in some areas,
3. a greater pride in the library,
4. an action-plan for aspects of the proposed new library,
5. a clarification and greater realization of the importance of the library in the educational process.

The library staff will endeavor to implement this study in the months ahead.

SUMMARY OF MAJOR ISSUES

A review of the situational analyses provided the study team with a sure opinion of the current situation and present capabilities of Saint Mary's College and its library. The analyses positively indicated that the library is based on a fine collection developed over the years and responsive to the curriculum; that the staff is committed to the goal of providing quality service to the College community; that the librarians are aware of the major developments in the profession of librarianship and education and that the librarians are attempting to plan their operations in accordance with these new directions as far as they are able.

The task force reports provided a closer inspection of the library's external relations with the administration, faculty and students, and of its own internal management. These reports re-emphasized the positive factors presented in the situational analyses, but they also revealed the weaknesses and needs of the current library operations. A list identifying these needs was assembled by the study team, which then grouped these needs according to similarities, priorities and feasibility. The study team was reassured in its identification of these needs by the fact that most of the needs were mutually recognized by the task forces of Institutional Policy, User-Services, and Management. Of course, each task force reviewed these needs from its own perspective and gave its own emphasis and recommendations

for meeting those needs. Even so, the underlying similarities among the needs identified by the separate task forces made the study team's task of selecting the priority needs all the more confident.

It was soon evident that the majority of the library's needs concerned its internal organization and operations. Certain of these internal considerations, of course, involved the administration, faculty and student body, for example, in the areas of collection development and bibliographic instruction. The various issues mentioned by the task forces were eventually able to be grouped under three major themes: organization, communication and student considerations.

All needs which were focused under management issues such as organizational structure, chains of responsibility and supervision, policy and procedural considerations, and personnel development were grouped under the theme of organization. Included in this grouping were concerns for the efficient delivery of the standard library services such as those provided by the reserve and periodical departments. Also included were the remodeling of departments whose operational needs have been significantly modified by new technology and professional thought, particularly the technical services and acquisitions departments and the continued successful implementation of library services which have received increased emphasis in the last years, such as bibliographic instruction, collection evaluation and development, interlibrary loan and the various means of cooperation among libraries. A third organizational

concern centered on the prudent need for planning procedures for the proposed arrangement and operations of the new library.

The second major theme of communication included seriously considered requests for a procedure which would allow the library to express its viewpoints and concerns regarding curriculum development, and to be informed of such development in order to continue to provide quality collections in support of the teaching mission of the College. This initial communication with the administration and faculty would be enhanced and continued through a separate collection development department, an emerging area in libraries plagued by the rising cost of materials. This department would be responsible for the ongoing evaluation of the collection and its enrichment in accordance with the expressed goals and needs of the College and its library. The communication theme also encompassed the need for continued and more active bibliographic instruction programs which would introduce the students to the effective and increasingly sophisticated use of library collections. Communications aspects of the library's internal operations were likewise acknowledged, specifically in the areas of managerial supervision, work expectations and interpersonal relationships. It was apparent that many of the specific needs grouped under the theme of communication had counterparts under the organization theme.

The last major theme, student considerations, included issues regarding the student as patron and as library employee. The student as patron academically needs better bibliographic

instruction and practically needs better directional systems to facilitate the use of the collection. Services such as reserves and periodicals need to be re-examined for policy and procedural clarity, comprehensibility and ease of use. As an employee of the library the assistant needs to be assigned longer hours at the library so that she can be adequately trained for the complex operations required of her. She also needs improved and continued instruction and supervision with adequate consideration given to her motivation for being employed at the library and for performing her duties well.

After grouping the major needs under these three themes, the study team then isolated those needs which were of highest priority or necessity and which were most feasible under present and foreseeable circumstances. Six principal needs were identified for examination and discussion under the action-planning phase of the self-study. They are:

organizational concerns,
student-related concerns,
reserve collection policy and procedures,
periodical department's goals, policy, and procedures,
institutional policy affecting the library,
proposed library concerns.

Of these six needs the first, organizational concerns is the most pressing and demanding of immediate attention. The concerns regarding the students and the reserve and periodical collections rank next in importance and will be

significantly and partially alleviated by the implementation of the study team's organizational recommendations. Of course, each need has its own set of action-planning recommendations.

The final needs of institutional policy and the proposed library concerns are not so demanding of immediate attention. Nevertheless, they also deserve careful consideration. The action-planning report which follows presents the detailed recommendations and rationale for these six needs as determined by the study team's own deliberations and the advice of its consultant.

RECOMMENDATIONS

ORGANIZATIONAL CONCERNS

1. A reorganization of the administrative plan of the library will be adopted during the 1980-81 term. This new organizational plan will consider the abilities and needs of the present library staff and the range of services which the library hopes to provide. Although the staffing and service needs of the proposed library are important and serious considerations in the proposed reorganization, the plan resulting from this self-study will respond more to the needs and facilities of the present library rather than to the requirements of the new library. However, the study team felt that a successful reorganization plan which meets the present needs will provide a secure base for a transitional and new organizational plan in the proposed library without significant modification.

   The new organizational plan will be presented to the library staff at a two-day workshop conducted by the study team with its consultant, P. Grady Morein, serving as facilitator. During this workshop the plan will be clarified, finalized and explained to the staff members, each of whom will be given an opportunity to question the study team and to comment on the proposed plan.

The reorganization plan will take effect on August 21 and will continue on a trial basis through 1980. The staff will meet monthly during the trial period to evaluate the effectiveness of the reorganization and a final evaluation will be conducted during the winter term, 1981.

The new library organization is based primarily on the services which the library provides. These services are divided into two divisions: technical services and public services, both of which are administered by the library director. The technical services division consists of three sections: ordering, cataloging and processing, and periodicals, each of which is supervised by a librarian. The ordering section librarian has a support staff of one clerk (3/4 time). The cataloging and processing section librarian has a support staff of two librarians (1/4 time each) and a clerk (full-time). The periodical librarian has a support staff of a clerk (full-time).

The public services division consists of five sections, three of which are supervised by librarians and two of of which are supervised by clerks. The sections supervised by librarians are collection development, reference, and interlibrary loan. The circulation and reserve collection sections are each supervised by a clerk. Only the reference section has a support

staff of two departments: bibliographic instruction and reference assistants. At the present time bibliographic instruction is provided by the same librarian who supervises the reference section and each librarian provides reference assistance.

The library staff consists of 11 persons, some of whom are employed in more than one service-divisional section. The ordering librarian also assists the cataloging librarian. The collection development librarian also supervises the interlibrary loan department. The reference librarian is responsible for bibliographic instruction and assists the cataloging librarian in the Music Seminar Room. The order clerk is the director's secretary, and all librarians participate in reference service. Therefore, service and operational divisions are distinct within the new organization, but personnel assignments and responsibilities sometimes cross over these divisions and combine separate functions under one person.

In order specifically to clarify individual responsibilities and to prevent managerial confusion which could result from such a system of organizational overlapping, new detailed job descriptions will be written, distributed, and agreed on by the staff.

Rationale:

The situational analysis for the library and the

reports of the task forces for User-Services and Management indicated that the former organizational plan of the library had become unresponsive to recent developments within the library. Organizational stress and operational confusion had become an unexpected result of the librarians' desires to increase the kinds of services offered and to improve their quality by taking advantage of cooperative programs and improvements in library technology.

The appointment of a new library director and her desire to participate in library organizations, the expansion of reference service hours and the additional staff required to provide that service, the growth of interlibrary loan transactions supporting upper division research projects, the increased circulation of materials to neighboring libraries, the growth and management of the periodical collection, the increased use of the reserve collection, and the commitment to collection development and bibliographic instruction each demanded additional service from an organizational plan originally designed for a less complex operation and smaller staff. As a result, precise limits of responsibility had become blurred and an overlap of operations had developed.

In addition, the implementation of new technology "streamlined" certain procedures and eliminated others, particularly in the cataloging and technical services area. A need to re-examine manpower requirements and job descriptions became apparent. In other areas the new technological advantages were exerting unexpected pressures on scheduling and space allocations. This was significantly felt in the areas of acquisitions and interlibrary loan. Therefore, it was increasingly clear that an organizational plan needed to be devised which accurately satisfied the library's new directions, and that clearly detailed job descriptions be adopted in support of the new organization.

2. Subsequent to a new organizational plan, modifications will be made in space allocations with new office and work areas being provided.

   a. The Aquinas Alcove will be remodeled into the Library Director's office.

b. The books in the Aquinas Alcove will be placed in their proper locational order on the first floor. The "PZ" books thus displaced will be reshelved in the Children's Literature Room, third floor. Books unable to be shelved for lack of space will be discarded or stored.

c. The present director's office will be remodeled for use by the collection development, ordering, and interlibrary loan departments.

d. The first cubicle, third floor, will be assigned to the reference and bibliographic instruction department.

e. The present reference desk will be equipped as a reference station.

f. The current periodical room alcove will be assigned to the periodical librarian for an upstairs office.

g. The newspaper storage room will become the periodical workroom and the bindery will become the newspaper storage room. The Christian Culture Collection stored in the newspaper storage room will be housed elsewhere.

h. The cataloger's office will be rearranged to accommodate the computer-printer console.

i. The technical services room will be rearranged to satisfactorily accommodate the technical services clerk, her student assistant, the library secretary and the staff's refreshment table.

j. Telephone communications will be extended to the new office areas.

k. The study table formerly housed in the Aquinas Alcove will be placed in the third floor lobby. No student seats will be eliminated.

Rationale:

There is a need to provide office space adequate to departmental needs. This space must reflect the organizational plan of the library and support its purpose. The allocation of space must consider the type of operations, ease of communications between departments, and elimination of unnecessary stress due to overcrowding and congested traffic patterns.

3. The needs of the various users of the OCLC terminal should be determined and a realistic schedule for terminal use which is responsive to the identified needs should be set up. The cataloger will be responsible for this scheduling. The extent of reference coverage should also be determined and the reference librarian will be responsible for scheduling reference assistants accordingly.

Rationale:

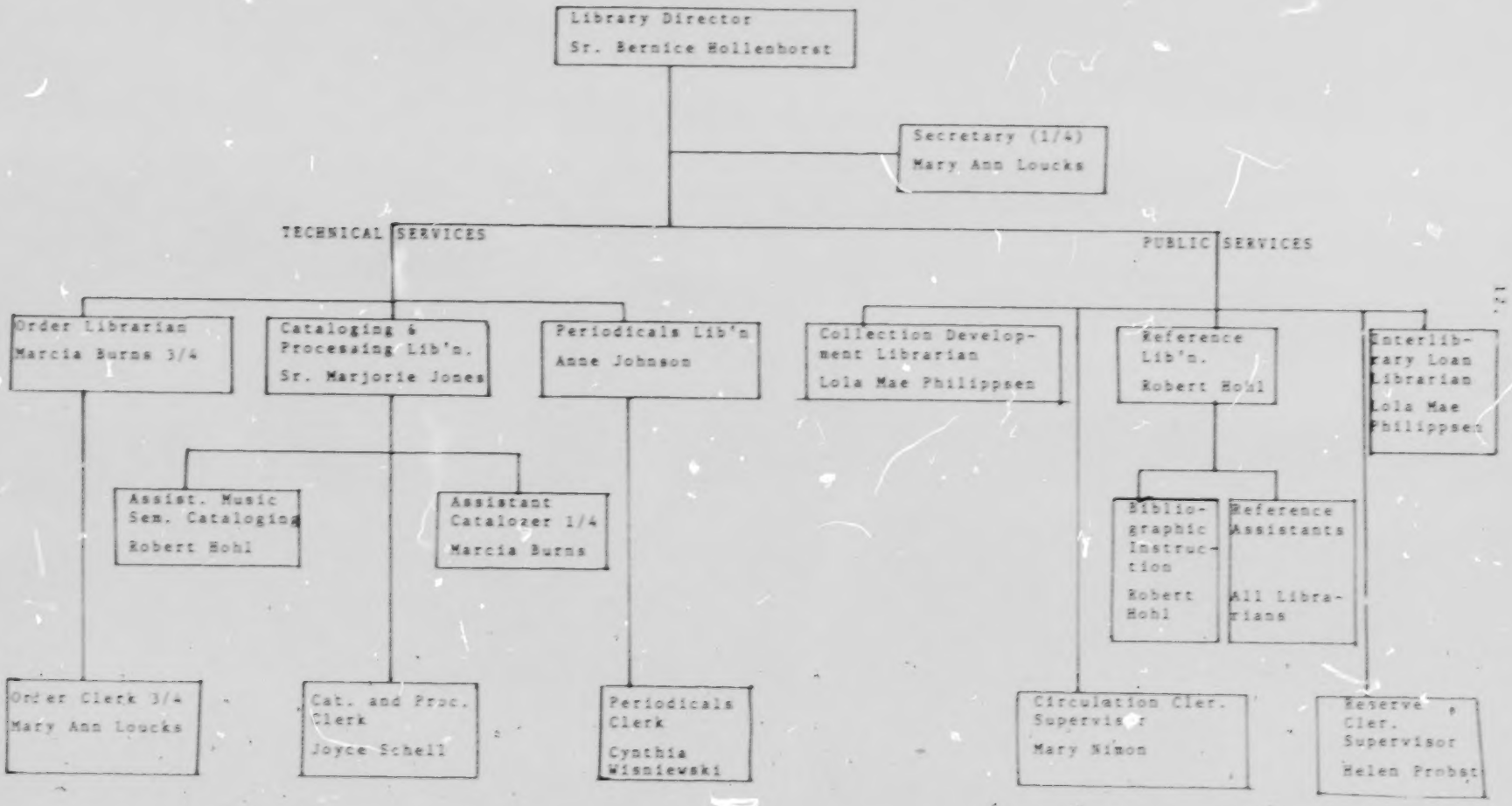
The additional capabilities of the OCLC service to provide verification for ordering and to supply bibliographic references in addition to its use in cataloging and interlibrary loan operations has resulted in increased demand on its terminal time from many persons within the library and College organization. There is a definite need to schedule user-time on a regular and equitable basis. Reference service needs to be as continuous and conscientious as possible.

4. The accessioning of cataloged materials should be discontinued. The business entry should no longer be entered into the item or placed on the shelf list card.

Rationale:

The current thought within the library profession is that accessioning of materials is an outdated and unnecessary procedure. The various record-keeping purposes for which accessioning was designed are adequately served by other bibliographic tools. Accessioning is a time-consuming procedure which draws off the energies and time of librarians and staff. The speed of cataloging provided by the OCLC service and and the accuracy of bibliographic verification provided both by OCLC and other acquisitions tools eliminates the need for continued accessioning. The cataloger has methods of acquiring statistics other than accessioning.

LIBRARY ORGANIZATIONAL CHART 1980



STUDENT CONCERNS

1. In order to meet satisfactorily the academic needs of the Saint Mary's student, the reference librarian with the assistance of the other librarians on the staff will develop an orientation and instruction program. This program will be conducted in two phases. The first phase will begin during the 1980-81 school year and will promote an expansion of the library instructional program in response to the instructional and research needs of specific courses taught at the College. Active professor-librarian cooperation in the programs will be encouraged and emphasis will be given to the instructional aspects of the library's service program. A basic orientation program will also be designed and scheduled. In support of these programs, the directional and instructional sign systems of the library will be uniformly improved.

   The second phase of the program to be conducted during the 1981-82 school year will evaluate the orientation and instruction program and utilize audio-visual methods to facilitate self-conducted orientation and instruction. Additional budgetary expenses for printing, audio-visual equipment and supplies, development of sign systems and membership in professional societies promoting bibliographic instruction will be necessary to support these programs adequately.

Rationale:

Saint Mary's College increasingly recognizes the educational role of the library faculty in cooperation with other departmental faculties. This recognition is not only in accord with the educational philosophy of Saint Mary's College but also reflects the opinion of the library profession. There is a convincing movement today in higher education and in librarianship to encourage library instruction. Groups such as the Library Orientation Exchange, Eastern Michigan University (LOEX), and the American Library Association Round Table for Bibliographic Instruction actively promote and support such programs. Librarians and educators both realize that curricular programs of more advanced and sophisticated study are making rigorous demands on students' abilities to use effectively research materials available in libraries. Bibliographic instruction programs have proved effective in providing students with the knowledge to use libraries productively.

2. In order to meet the need for a student work force which is well-trained and manageable in size to implement successfully the library's operational requirements, the director will meet with the College's financial aid officer to acquaint her with the following considerations:

   a. The library requires a work force of fewer students but with longer work hours assigned to each student. A minimum of ten hours per week per student is required.

      Rationale:

      The library desires to provide the best service to the College community during all operating hours. This is best accomplished with a manageable student-staff size which can be effectively trained and supervised. An efficient use of student personnel will result in a continuity

of operations and procedures based on clearly identified responsibilities. Such a situation has not always been the case when students work less than ten hours per week. Such students are often not adequately trained in their duties and responsibilities and are unable to perform satisfactorily their tasks. When a student works less than ten hours per week she is frequently unaware of the general system of library operations, lacks a sense of the continuity of procedures, does not have time to perform her duties completely and often avoids adequate supervision. The professional opinion among library administrators has long been that ten-hour working weeks for student employees is a bare minimum requirement under which both the student and the library benefits. The librarians are aware of the need of the financial aid office to provide assistance from a limited source of funding to as many eligible students as possible. The management considerations and operational procedures of the library, however, are somewhat more complex and demanding than other areas of student employment on campus. Also, the requirement of a smaller but highly trained and responsible student staff is essential to the success of the library's programs.

b. The financial aid officer should be aware of the distinctive employment requirements of the library, most notably the necessity of working night and weekend hours as well as during the daytime. The library also requires its employees to possess a sense of responsibility, of service to the community, of attention to detail and a desire for self-motivation. Workers need to be adaptable and willing to perform various tasks, some of which demand strenuous labor. Some basic secretarial skills are required in certain departments. The library needs assurance that

students accepting employment in the library are aware of these requirements and agree to them.

Rationale:

The student personnel have not been fully cognizant of the library's employment requirements or the importance of their training programs and the need for dedicated service. The result has been student dissatisfaction with their employment conditions at the library and a dropout factor which inconveniences the management of the library and the patron.

c. The library director needs to receive the student employee list by August 1 for the fall term and by January 1 for the spring term so that she can adequately prepare the working schedules and orientation programs for the student staff.

Rationale:

To eliminate confusion at the beginning of a term and to guarantee quality service from the start it is necessary to set up the student schedules in advance of a term. The director and the financial aid officer should agree on their mutual concern for the student and their considerations regarding the appointment of students to the library staff.

3. In order to provide the student employees with a comprehensive and systematic orientation and training program, the reference librarian will coordinate a three-phase orientation and training program in cooperation with the departmental supervisors. The first phase will be implemented during the 1980-81 term. An orientation day will be held during which

an overview of library operations and procedures will be presented and specific instruction given for the various departmental duties. All student employees will be obligated to attend the orientation program. The Student Assistant Handbook will be revised and expanded to serve as a "textbook" for this orientation and training program. During the weeks immediately following the orientation day, the departmental supervisors will be responsible for the follow-up evaluation of the students' performances and of the correct comprehension of their duties. At the end of the two terms an evaluation of the orientation and training program will be made by the student and the library supervisors.

The second phase of the program will be conducted during the 1981-82 terms and will be a continuation of the orientation and training program of the first phase implementing the findings of the evaluation. The second phase will utilize audio-visual methods of instruction.

The third phase of the program will be implemented when the proposed library begins its operations. This orientation and training program will be designed to satisfy the operational needs of the proposed library and be based on the experiences of the previous two phases. The talents of outside consultants, such as

that which the departments of communication and theatre, education, and art might provide, should be used to develop as interesting and useful a program as possible.

Rationale:

Student assistants have not been completely and consistently aware of the library's policies, operations and procedures. The present orientation and training program is time-consuming, inefficient and potentially ineffective. A rigorous program of supervisory follow-up is also desired.

RESERVE COLLECTION POLICIES AND PROCEDURES

1. In order to facilitate accessibility and use of the reserve collection, the study team and the reserve collection supervisor will form a committee to examine the policies and procedures of the current reserve system in the light of the needs identified by the task force reports. This committee will work to adopt procedures which are responsive to the needs of professor and student alike and which guarantee fast delivery of service without patron confusion or frustration. New policies and procedures should be adopted where necessary in the areas of:

   a. Procedure for ordering items,

   b. Responsibility for searching for items,

   c. Procedures for placing various kinds of materials on reserve, i.e. personal copies, cataloged materials, journals, multiple copies, photocopies,

   d. Copyright policies for placing photocopies on reserve,

e. Expected time for processing materials,

f. Records needed,

g. Procedures for removing items,

h. Length of circulation period,

i. Number of items circulating to an individual,

j. Reserves placed in advance,

k. Time periods for overnight use,

l. Amount of fines.

2. The committee will coordinate the new policies and procedures and produce a definitive statement on the purpose, policies and procedures of the reserve collection. This statement will be published in a handbook for the use of the library staff and patrons. The committee's findings will be implemented during the 1980-81 term.

Rationale:

Faculty members have expressed dissatisfaction with "cumbersome and outdated" reserve procedures, and the changes in faculty, library and student needs and practices present an opportunity to review and revise the reserve system.

PERIODICAL COLLECTION GOALS, POLICIES AND PROCEDURES

1. In order to review on a regular basis the list of periodical subscriptions and collection holdings the periodical librarian will chair a committee to determine criteria and procedures for a periodical collection policy. This policy should include a procedure for a continuing review of the periodical

holdings. A central element of this policy is the active involvement of the departmental faculty in cooperation with the director and the periodical librarian. Faculty and librarians need to develop specific criteria which would determine whether a periodical subscription should be started, resumed, continued or terminated. Some suggested criteria are:

a. Is the content material appropriate for a college undergraduate collection?

b. Will the journal complement the current curriculum or the library collections?

c. How many other journals already subscribed represent this subject area? Should another journal subscription be terminated to permit a subscription to the recommended title?

d. Is the journal of general or specialized interest?

e. What is the authority of the journal?

f. How often will the journal be used and by whom?

g. Is the journal indexed by an available indexing service? Does it provide its own index?

h. What is the subscription rate? How regularly is it published? Are there difficulties in receiving it?

i. Will it be necessary to collect back issues of the journal? In what format -- paper or microform?

j. What levels of priorities should influence a decision regarding this recommended title?

Some suggested procedures are:

a. The librarian evaluates periodical holdings representing various subjects and alerts the department chairmen of the findings and recommendations.

b. The department faculty evaluate their subject subscriptions on a rotating basis or as the need arises.

c. Subscription decisions are made by the library after considering the recommendations of department chairmen subsequent to decision and agreement by all members of departmental faculty.

d. Procedures will be coordinated by the periodical librarian and requests for subscriptions will be channeled to the periodicals section.

e. A free and open communication between faculty and librarians underlies all policy and procedural considerations.

The committee will present its report and recommendations for policy, procedures and criteria by the spring of 1981. An evaluation of the new procedures will be conducted after a year's trial period.

Rationale:

The rapidly increasing periodical subscription costs due to inflation continues to occupy the majority of the purchasing budget. This demands that serious consideration be given to continuing or beginning subscriptions. This factor combined with the desire to serve adequately changing curriculum needs, to develop certain subject areas, and to provide patrons with the better new publications compel the library to consider closely the discontinuance of established runs of periodicals. The library hopes to make such important and far-reaching decisions from as well-informed and considered a position as possible.

2. In order to develop a periodicals record system which is responsive to the operational needs of the periodicals section, the periodicals librarian will conduct an analysis of the current records files. This analysis will consider the system's effectiveness, time and labor efficiency, accuracy, ease of updating and revision. Recommendations will be made regarding these factors and an investigation should be conducted regarding the consolidation of various records, their use by other sections of the library and possible computerized record-keeping applications. This analysis and its recommendations should be implemented by June, 1981.

Rationale:

The present systems are time-consuming, overly complex, and duplicate each other. There is a need to determine the accuracy of this impression. Different library operations have requirements of the periodical record system: cataloging, acquisitions, reference, circulation and reserve. The records system needs to consider these various requirements. Overlapping systems which can cause potential confusion, e.g., the treatment of serial publications, should be eliminated or coordinated. The need for a smoothly operating records system is even more pressing considering the limited staffing of the periodicals section. The foundation of this consideration is the desire to provide better service through clear identification of the holdings' status.

3. In order to produce current and accurate subject lists of periodical holdings and a union list of the library's periodical collection, the director and the periodical librarian will investigate the possibility of a computer-produced union list with subject selection capability.

They will familiarize themselves with the requirements of a computerized record-keeping control system and discuss the possibility of producing such a list with the chairman of the computer-use committee of the College. If such a program is feasible, then it should be implemented as soon as possible. If it is not feasible, then the union list should be assembled using manual means with additional clerical assistance to produce the list.

Rationale.

The union list and its subject components have been requested by the faculty and by other libraries. OCLC and other computerized library services will require correct computerized format of information for the library to take full advantage of their services. Such a computerized list will be a convenience for internal operations and for reviewing the library's holdings.

4. In order to eliminate patron confusion and inability to locate materials and to facilitate the use of the periodical collection, the following recommendations are given:

   a. The periodical librarian will investigate types of shelf-labeling systems and select the system which combines maximum ease of revision with clarity of interpretation for installation in the current periodical room.

      Rationale:

      Such a labeling system will facilitate shelving of materials and collection maintenance while insuring patron's ease of accessibility to the collection.

b. In cooperation with her assistant the periodical librarian will plan and conduct a program to arrange the periodical collection as clearly as possible and to provide direct approaches to it. Specific means to be considered are:

(1) Arrangements of the periodical indexes by priority of use rather than alphabetically by title. This would entail a rearrangement of the index bay resulting in a shifting of the "Z" section of the reference collection. A portion of this "Z" collection would need to be "weeded" or placed in storage.

(2) The public periodical kardex should have complete and uniform location notes on every entry. The key to these notes and the method of interpreting the kardex information should be visibly posted near the kardex.

(3) An evaluation of periodicals which have been long-standing in the bindery should be conducted with consideration given to moving broken volumes into the general periodical collection. These items would be security-tagged and a record of their incomplete status be made. Attempts to complete the volume would continue.

(4) In order to make periodicals as available as possible during peak user-times the

periodical librarian should adopt a policy not to remove volumes from the current periodical shelves for binding until the new volume issue arrives. Bindery shipments should be spread throughout the year with a larger shipment sent in the slack summer months. This will insure the availability of bound periodicals in the fall and spring terms.

Rationale:

Patrons have not been able to use periodicals for as many as six weeks during the school term while materials were at the bindery.

(5) "Dummy" blocks should be used in the periodical collection to identify stored items, reserve items, and to direct patrons to changed titles and oversize locations. These blocks would be made by the College carpenter at the request of the director. The periodicals section would be responsible for their labeling and installation.

(6) A third floor cubicle should be converted into a microtext room in which all microforms and microequipment would be housed and used.

(7) All bookcases should be consecutively numbered and labeled on each floor.

These improvements should be implemented within a year.

General Rationale:

The library recognizes the restrictions placed on

logical collection arrangements imposed by the space limitations of the present library. It is equally difficult to rearrange the collection. In order to correct this uncomfortable situation for the patron these attempts to label clearly the various areas of the collection and to lead the patron effectively through it would benefit all members of the College.

INSTITUTIONAL POLICY AFFECTING THE LIBRARY

1. In order that the library be involved in discussions concerning academic and curricular development, the director proposed to the Vice-President for Academic Affairs and Dean of Faculty that a library representative be a member of the Curriculum Committee and that such representation be effective by the 1981-82 term.

Rationale:

A principal concern of the library is for the collection to reflect accurately the subject emphases of the College curriculum and to be used by both professors and students in support of the teaching needs of the various departments. A collection which is developed in cooperation with the faculty and is responsible to the interests of teacher and student alike grows in value and appreciation. Such a collection averts the frustration of research so often felt by both patron and librarian when materials are not appropriate, accurate, current or available. The steadily and swiftly rising costs of published materials adds a particularly cogent argument for purchasing only items which will be used to the best advantage of the College community. Therefore, some formal procedure which permits the library to express its concerns and considerations about the effect of curricular change on the library collections is desirable. Library representation on the Curriculum Committee will reinforce the cooperative relationship between the librarians and other faculty members and will permit the library to be

better informed and therefore more able to plan its own programs to meet effectively the needs of Saint Mary's College.

PROPOSED LIBRARY CONCERNS

1. In order to determine the best arrangement of the collection in the proposed library, a committee drawn from the library staff will be appointed by the director before January 1981. The director will charge them to explore possible arrangements of the collection which would guarantee its ease of use. Consultants and advisors may be called in if funds permit. This committee will present the director with a report of its findings and recommendations by September 1, 1981. (this timetable is contingent on the proposed library building program schedule.) Particular considerations which the committee should examine are:

   a. Types of collections

      (1) Children's literature

      (2) Periodical collection

      (3) Special collections, including rare books and archives

      (4) Audio visual collection equipment

      (5) Education Department's curriculum laboratory

      (6) Microforms

      (7) Reference collection

b. Forms of materials

(1) Oversize

(2) Microforms

c. Size of collections

d. Classification scheme requirements

e. Library furnishings, e.g. kinds and amount of shelving and other storage units

f. Sign system

g. Policy for space allotment

(1) Classroom uses

(2) Carrel use

(3) Study room use.

Rationale:

This information is necessary for planning to move the collection from the present library building to the proposed building and to provide the optimum arrangement for collection management and patron use with the maximum accessibility.

2. In order to develop a plan for moving the collection into the proposed library, the director will appoint a sub-committee of the Library Committee to investigate methods of moving the collection. The committee will be appointed by January 1, 1981, and present its report by September 1, 1981, (contingent on the proposed library building program schedule). Among its considerations the committee should investigate the use of moving consultants, contracting with professional library moving companies or utilizing voluntary labor drawn from the College community. It

should also consult with other libraries which have moved their collection and compare their experiences. The cost of moving and sources for funding the project should also be considered. The Moving Committee and the Collection Arrangement Committee should share their findings.

Rationale:

This information is essential if the moving of the collection is to be an orderly, efficient and cost-effective transition. The move needs to be well-planned and supervised to guarantee minimal wear and tear on the collection and loss of materials. The library hopes to conduct this move with the least disruption of operations, services and collection accessibility, and with consideration given to the public relations benefits resulting from college and community involvement and cooperation.

3. In order to provide effective directional and instructional guides to the collection and the services offered by the library, a committee will be formed to determine the prerequisites of a sign system for the proposed library. The director will appoint this committee drawn from librarians and interested members of the College. The committee will be charged to determine the patrons' needs for locational, directional and instructional signs and present a plan of action for answering those needs. Consultants may be hired to advise the committee, and the possibility of contracting with a professional sign systems designer should be

considered. This committee should be selected before January 1, 1981, and present its report by June 1, 1981. As far as possible, the findings of this committee should be adapted to the needs of the present library during the summer of 1981.

Rationale:

The foundation of a library's purpose is the orderly collection and arrangement of intellectual materials. It is ironic that the approach to these materials is frequently impeded by a haphazard array of signs or by their absence. Therefore, a uniform, attractive and logical sign system is desirable to eliminate patron confusion and to provide direct access to the collection. The library definitely recognizes that patrons have difficulty using the collection in the present building because of restrictions which limited space places on the logical arrangement of the collection. The library hopes to correct the current confusing situation and to plan for a good sign system in the proposed library. The provision of a consistent and clear sign system does efficiently lead the patron through a library's collection.

PART I

SITUATIONAL ANALYSIS

SITUATIONAL ANALYSIS

HIGHER EDUCATION IN THE UNITED STATES

The institutions of higher education in the United States are faced with important decisions regarding their goals, structures and continuance into the next century. The remaining two decades of the twentieth century will test the resiliency, ingenuity and adaptability of colleges and universities as they are confronted with the issues of the post-industrial society in which they operate and to which they respond. The changing contexts of work, citizenship, and personal fulfillment through family life and recreation are already profoundly affecting all educational levels. As past experience has shown, colleges, particularly small colleges, are the last to quake from the shock waves of such changing demographic and economic conditions. Today's talk of retrenchment in higher education results from a mixture of cautious fear occasioned by bad memories of the turmoil of the '60s and '70s and realistic forecasts of future conditions which could affect the shape of higher education to come.

Two major issues currently challenge all of higher education and a third issue especially concerns the small, private college which is the historical ancestor of American education. The two major issues are the reinstatement of the liberal arts and the recognition of minority concerns and students, particularly women's concerns and needs. The third issue questions the identity of a religiously affiliated college in an increasingly secularized society and the way

in which that identity expresses itself.

The current discussion about the reinstatement of the liberal arts within the baccalaureate curriculum results from a concern for both the material and the psychological needs of an increasingly pressurized society. Representatives of business and industry, the humanities and social sciences agree on the need to "create a consciousness of the importance of values, and to nurture and train those aspects of being and personality that are our highest attributes: reason, imagination and the ability to communicate" (Reagor, p. 149). On the practical level, business managers and industrial administrators are becoming cognizant of the need for language, mathematical, and interpersonal skills. On the psychological and sociological levels, the sense of loss, the lack of centeredness among Americans requires methods of self-understanding, and processes of determining one's personal growth and coping with the demands of urban, bureaucratic organizations. Growing numbers of educators see the principles exemplified by the liberal arts providing the answers to these needs.

Discussion about what constitutes the liberal arts and how they should be taught ranges from the readoption of the traditional core curriculum which so many institutions rejected during the student revolutions of the'60s, to a completely new model of the universe of knowledge with a restructuring of the channels for transmitting knowledge from one generation to another. While echoes of the historical antagonism between the arts and sciences are still heard, there has been a stronger

alliance of the proponents of art with those of pure science against the representatives of the more pragmatic curricula of technology and vocational studies. Some observers, disagreeing with such academic rivalry and gibes, propose that a purely liberal arts approach is detrimental to modern man and promote a combination of theoretical and practical courses that "teach the foundation abilities which, combined with specialized knowledge in a particular career area, would prepare students for a successful life in modern society" (Edgerton, p. 432).

Concomitant with the reaffirmation of the liberal arts is the concern about the quality of college teaching. There appears to be a shift of emphasis away from the "publish or perish" criterion for faculty evaluation toward an appreciation of classroom and consultation skills (Cf. National Inquiry into Scholarly Communication" Report). More and more pressures will be placed on faculty members to prove their worth to administrators concerned with the rising costs of higher education on the one hand, and on the other, the diminishing student pool with applicants possessing lower intellectual skill abilities. Colleges and universities are also concerned with the possible negative effects which their growing dependence on governmental support might cause. The new Department of Education will be carefully observed and monitored by educators jealous of their freedom of thought and expression.

The second major issue facing higher education concerns

the quantitative and qualitative characteristics of the student population. After a decade of rapidly tripling enrollment figures in the '60s, the enrollment figures in the '70s have leveled off, with prospects of small enrollment increases in the '80s.

The growing numbers of junior and community colleges added to vocational schools will continue to take a significant share of the student pool traditionally reserved for four-year colleges and universities (Cf. chart, p. 619, Yearbook of Higher Education, '79-'80).

Enrollment in two-year colleges grew by 169 percent from 1967 to 1977, compared to an enrollment growth of 65 percent for all institutions in that time period. While the share of total enrollment at universities was 38 percent in 1967, second to other four-year institutions at 41 percent, the growth of two-year colleges changed this balance. By 1977 the universities' share of enrollment was lowest at 25 percent, two-year institutions' share second at 36 percent, and other four-year institutions still led with a stable 40 percent. In 1967, private institutions' share of the student market was 30 percent. By 1977 their share had decreased to 22 percent. However, a closer examination of the 1976 decrease and the slight 1977 increase in enrollments indicates that this trend may be leveling off. From 1967 to 1975 the yearly enrollment percentage increases at public institutions had been at least double those at private institutions, but in 1976, when the public sector was experiencing a decline, private school enrollment actually

increased. In 1977, the percentage increase for private schools was almost double that for public schools.

The customary school-age group of people, 16-24 years of age, will decline substantially from 37 million in 1977 to 34.4 million in 1985 to 31.5 million in 1990 - a 15 percent drop. Although the effect of such a quantitative reduction of available students will vary by region and type of institution, it is an undeniable loss which deserves serious consideration by college planners.

This predicted loss of student population is tempered by two developments. The first is that birthrates for better educated families and those with higher incomes generally have fallen farther than other birthrates. The effect of this phenomenon will be that the population of young people who come from family backgrounds of high school educated parents will drop below the population of young people whose families have not had such a level of education. Similar proportions in the birthrate exist between white and nonwhite families. A larger percentage of college-age applicants, therefore, will originate in minority groups who will be seeking a higher education as a means up the U.S. success ladder (Cf. chart, p. 606, Yearbook of Higher Education, '78-'79). Consequently, colleges in those areas of the country, principally the urban centers, in which large groups of minorities are concentrated will have the advantage in drawing from greater numbers of the student pool - if educators choose to respond to the educational needs of those minorities.

The second development which modifies the decline in the customary student pool is the increasing number of non-traditional age students, i.e., over 24 years, who are beginning, resuming or continuing their education (Cf. chart, p. 626, Yearbook of Higher Education, '79-'80). These students are mature persons who desire to improve their working skills to enrich their personal lives, often in preparation for retirement. These individuals bring varying degrees of experience and insight to the college classroom. Thus, the prospective cross-cultural and cross-generational aspects of the available student pool have become significant considerations for administrators and faculty alike.

The qualitative characteristics of the student population also concern educators. The S.A.T. scores have been declining in recent years (Cf. chart, p. 631, Yearbook of Higher Education, 79-'80). While the debate continues regarding the origin and full meaning of such developments, it is certain that concern for the academic preparation and abilities of incoming freshmen will continue.

Another consideration is to understand correctly the reason why students are seeking a higher education. A 1977 survey of freshmen indicated that 79 percent chose to attend college to "learn more about things of interest" and 77 percent "to get a better job" (Yearbook of Higher Education, '78-'79, p. 592). It seems that today's student is equally concerned with both intellectual and material advancement.

In a recent interview, Hanna Gray, President of the University of Chicago, when asked to describe today's student replied:

> Those today are characterized not by apathy or lack of concern about social issues, as you often hear, and not by some simple self-absorption or vocationalism but by a sense of complexity. By that I mean that many students are very seriously interested in social issues but aren't as prone as students were in the '60s to believe that there's one large, overreaching solution, a single revolution. Individually, they're working in ways that are less visible - say, volunteering in a nursing home. There's more a sense that change has to come about through a multitude of people working together at particular things and less a sense of rejecting everything that isn't perfect. There's also anxiety about the future, the concern over careers, and the kind of life they're going to lead. (Terry, p. 6)

The recognition of minorities' interests in higher education presents many challenges to administrators and faculties. Certainly one of the most pressing of these challenges is that presented by the women's movement. The current resurgence of interest in women's issues and concerns throughout American society compels institutions of higher education to respond accordingly in their policies regarding admissions and curriculum and other administrative matters. Women's right to quality education as legally guaranteed by Equal Opportunity Programs, Title IX, and the proposed Equal Rights Amendment and as promoted by the Women's Educational Equity Communications Network (WEECN), the Project of the Status of Women of the Association of American Colleges and other organizations must be actively supported. Certainly the decisions and programs of the recently established Department of Education will have implications not only for the general concerns of higher education but also for women's education specifically.

The cause of quality women's education has been historically championed by the women's college which has been closely

associated with the beginnings and advancement of the women's movement in America. However, the country's changing social and intellectual concerns in the last twenty years have caused the decline of the solely women's college in favor of coeducational institutions. Today there are only 98 women's colleges in the United States. This is at a time when the interest in women's issues and perspectives is increasing. Margaret Thomas has pointed out that "the role of women and women's colleges in the '80s is determined by, particularly, factors in economy, technology, government and public opinion (including the woman's image of herself). "Role of Women's Colleges in the '80s," (College and University, Summer 1978, p. 582).

Even though the general college enrollment is declining, the enrollment rate for females has increased since 1967, and today the enrollment rates for females are higher than that for males. By 1977 women constituted almost 49 percent of the student body, up from 41 percent in 1970. This increase in female enrollment has been fairly consistent for each of the regions in the Nation, although it has occurred at a slightly faster rate in the Northeast and Southeast. The overall enrollment decline of 1976 was the result of a decrease in male enrollment. From 1975 to 1976 male enrollment dropped by almost 6 percent. Even the slight enrollment increase from 1976-1977 could be attributed to an increase in female enrollment of almost 6 percent. In the same period, male enrollment dropped slightly.

The trend toward increased female participation is

expected to continue. In 1976, for the first time, and again in 1977, the number of first-time female students enrolling in college exceeded the number of first-time male students. If this trend continues, the proportion of females enrolled in college will at least equal that of males within the next four years (Cf. chart, p. 605, Yearbook of Higher Education, '78-'79).

In addition, the number of women receiving bachelor's degrees has increased at a faster rate in recent years than the number of men. Women received 45.5 percent of the baccalaureates conferred in 1975-1976 as compared with 43.4 percent of those conferred in 1970-1971. However, the traditional distinction between "male" and "female" fields silently continues to make its mark since women predominantly take degrees in education, health professions (especially nursing), foreign languages, English and literature, and fine and applied arts (Yearbook of Higher Education, '78-'79, p. 613).

Despite their presently reduced numbers, women's colleges have been shown to be "by far the predominant source of female leaders in the several professions and fields of scholarship" and "women who graduate from women's colleges are considerably more likely to achieve than are those who graduate from coeducational institutions"("Role of Women's Colleges in the '80s", College and University, Summer 1978, pp. 575, 577; cf. Tidball).

The future of the few surviving women's colleges is indeed a challenging and responsible prospect. It is

proper to expect the woman's college to take a leadership role in the promotion of women's rights and self-image and direct the discussion of women's issues. Just exactly how that leadership is to be exercised is not yet clear.

Opinion about the current role of the woman's college ranges from a harbor for a strictly feminist experiment to a forum in which the fullness of personhood is expressed. All discussants tend to agree that the woman's college must be especially committed to providing a supportive yet challenging environment which is particularly responsive to women's needs. Today these needs are focused on the woman's personal and career development.

Charles Simmons, President of Lake Erie College, Ohio, has written regarding women's colleges:

> Our primary function is not to channel persons into careers. Our primary function is to assist women to develop skills, confidence, and flexibility to ensure that they may see a variety of choices, recognize the importance of informed decisions, feel comfortable changing directions, and understand that their lives have personal, social and political components which interact with career choices (Simmons, p. 179).

In this regard, representatives of women's colleges are opposed to specific programs of women's studies, emphasizing in their place the idea that the entire involvement of women's colleges is with women. These representatives agree with David Truman who states that "the creation and maintenance of a supportive and complementary environment is a major aspect of the specializing advantage of the women's college." Truman and others believe that a separate course of women's studies "implicitly indulges

the conceit, which we know but seldom acknowledge, that the course and the class are dominant and independent influences on development rather than one element in a total institutional environment that may either reinforce the classroom or put it on the sidelines" (Truman, p. 60).

The provision of strong role models becomes an important element in achieving the current goals of women's colleges. Role models go hand in hand with the development of model communities which support a woman's heightened self-awareness and realization of her special role.

Hanna Gray in describing herself as an "old-fashioned Bryn Mawr feminist," explains that "we believed that women should be educated as well as -- and perhaps better than -- men. That men and women should work together, and that each woman should be taken seriously in her own right and have individual choices as to what she wanted to do with her life. We were situated in a very liberated environment -- although, of course, it wasn't called that then" (Terry, p. 38).

The concern about opportunities for personal and career development is not directed solely to the young woman. Increasing numbers of mature women who are raising or have raised families and women both married and single who have entered the work force are returning to college seeking self-awareness and self-improvement. Between 1972 and 1976 the enrollment of persons under 25 decreased from 72.0 to 67.0 percent of the total college population. This

decrease of five percentage points contrasts with the increase in the proportion of enrollment by older age groups as follows: Those from 25 through 29 years old went from 5.8 to 7.2 percent; and those 35 years old and over went from 8.6 to 10.7 percent. This larger increase for the 35 and over group can be attributed chiefly to the growing number of women within this age range enrolling in college. As a percentage of total enrollment, the female portion went from 4.6 percent in 1972 to 6.3 percent in 1976. During the same time, the percentage of males 35 and over increased only from 4.0 to 4.4 percent.

This aspect of the continuing education of women will be a major concern of women's colleges in the 1980s. The response of higher education in general to the issues raised by the women's movement and the pressing needs of American women must be stated eagerly and affirmatively. For women's colleges to do so is even more imperative. Educators connected with women's colleges must take the lead in enacting programs which promote the basic goals of women. The concern of women's colleges, as David Truman has said so clearly, "is not with movements but with the development of individuals of talent, individuals who in the present and prospective circumstances of the society are most likely to find their talents wasted, their potential unfulfilled unless their college years assist them in reassessing and revaluing themselves and their opportunities. That, as I see it, is the mission of the women's college, its challenging future" (Truman, p. 60).

The singular identity of the religiously affiliated college and the expression of its goals within a secularized society is the third issue facing higher education. Because many of the great American universities and colleges have church-related origins and they make an important contribution to educational diversity which religiously affiliated colleges provide, the question of whether or not these private liberal arts colleges will survive does have implications for all of higher education. Certainly the questions of how to identify their own mission and how to advance it are pressing ones for the religiously affiliated college itself.

These colleges have a proud heritage in America. In general they are small, private institutions of zealous educators dedicated to the basics of a classical liberal arts tradition. In the early years of American education, church-relatedness was almost an invariable condition. Today, with the growth of the great state-supported universities and community colleges, the private liberal arts college representative of America's Christian pluralism is considered invisible.

However, the sense of mission which imbues an education with a coherent spirit of purpose, the very sense of mission which religiously affiliated colleges have represented and often achieved, is a value to education in general which cannot be lightly discarded and which is becoming more appreciated. The student of the late twentieth century who seeks an education with individuality will find such an opportunity in the "privately controlled institution that tries to maintain its particularity, sense of purpose and

self-sufficiency" (Richards, p. 183).

There are currently 233 Catholic colleges in the United States. Of these 52 are women's colleges and it is interesting to note that of the 98 women's colleges in the country, over half are Catholic affiliated. It seems certain that the identity of the small Catholic college will "continue to be Catholic in tradition, Christian in outreach, and liberal arts in orientation" (Hruby, p. 37). But the small Catholic college, precisely because of its specific identity, will be all the more affected by the external economic, social and political pressures influencing higher education. The methods by which the Catholic college will express itself must be adapted to these external influences if survival is to be guaranteed.

The typical small Catholic college is located in an urban setting. This factor will provide a valuable asset to those colleges willing to respond to the demographic changes mentioned before. The Catholic college which removes barriers of age, race, sex and ethnic differences and which adopts a new awareness of services to the community will discover a body of eager applicants.

Economic considerations will continue to be an unsettling worry for the private Catholic college. On one hand, the admissions officers can still expect to draw from the pool of students from middle to upper income Catholic families who will continue to sacrifice and support generously the educational and religious values they hold in great esteem.

On the other hand, the various minority groups, many of whom are of Catholic backgrounds and who include women without much discretionary income, will continue to find the high costs of attending private schools a deterrent to enrollment.

Another serious concern of Catholic colleges is the laicization of their personnel and the effect of this development on their self-images. Religious orders, which have founded more than nine out of ten small Catholic colleges, are severely reduced in numbers. In addition, their members take positions in fields other than education. The result is that more lay persons are assuming teaching and administrative positions in Catholic colleges. The religious orders themselves will decide whether they "will sever their historical relationship in view of their own changing sense of mission to the people of God" (Hruby, p. 41). The laicization issue need not alarm, for a community of educators dedicated to the Christian goals of their college, supported by a strong sense of community service and operating within an ecumenical spirit does exist for the survival of the small Catholic college. Whether that community be predominantly lay or religious will not be a major consideration.

As previously mentioned, educators are concerned with the reinstatement of the liberal arts in the curriculum. Hand in hand with this matter is the concern for the formation of a value system in accordance with the truths and exigencies of modern life. This concern has always been a basic tenet of the religiously affiliated college.

As more students recognize the need for a meaningful framework in which to learn and to live, the religiously affiliated college will have the advantage based on its ability to provide such a model. Pope John Paul II, in his remarks to Catholic educators, affirmed this special characteristic of the Catholic college in definite terms. He emphasized that the "goals of Catholic higher education go beyond education for production, professional competence, technological and scientific competence; they aim at the ultimate destiny of the human person, at the full justice and holiness born of truth" (John Paul II, "Address to Educators. Catholic University of America." Chronicle of Higher Education, Vol. 19, (October 15, 1979) p. 7).

SAINT MARY'S COLLEGE

Members of Saint Mary's College are aware of the developments and concerns affecting higher education. The liberal arts have been recognized as the basis of a Saint Mary's education. Nor have the pragmatic needs of sound preparation for a meaningful career been ignored. Professional programs are solidly grounded in the liberal arts and in the values of Catholic teaching so that graduates "will be capable and willing to assume tasks in the service of the community and of society in general, and to bear witness to their faith before the world" (Pope John Paul II, Chronicle of Higher Education, Vol. 19, (October 15, 1979) p. 7).

The importance of quality teaching in achieving these goals is emphasized by faculty and administration. While scholarly contributions and community involvement are encouraged, the value of classroom skills and their influential role in students' intellectual development is equally prized. The recently completed PIRIT (Program for Institutional Renewal Through the Improvement of Teaching) has evolved into the Faculty Visitors Series which hopes to keep the concern for quality teaching in the foreground of attention.

The Saint Mary's community has also reaffirmed the value of women's education and has committed itself to the advancement of women intellectually, socially, and spiritually. The programs of the Counseling and Career Development Office and the Women's Management Center actively promote the positive self-image of young women. The students are presented with role models not only of women professors and administrators

but also of capable and committed women and men working together for worthwhile goals.

The College is also in a secure position in its central location in the Great Lakes metropolitan region and its participation in a vital educational community which includes Notre Dame and Indiana University at South Bend, among other colleges. Saint Mary's highly selective admissions policy also provides enviable security in the face of the diminishing student pool. It is also significant that the birthrate for Catholic families has not fallen at the same rate as birthrates in the general population. While the price of a Saint Mary's education is considerably high, most of the students come from families with the ability to pay for what they consider to be a desirable, quality education. Student financial aid programs are available and continue to be developed. The enrollment of minority students is a concern of the College and is actively promoted. The College has always welcomed the mature woman student and will continue to do so, though no plans for a definite continuing education program are being considered.

The Catholic nature of the College has been recognized as of vital importance. Students' answers to surveys have indicated a pressing need for value formation and religious experiences. The activities of the Campus Ministry Team and of the College community have affirmed the importance of these needs and are continuing to provide means for their satisfaction.

Members of Saint Mary's College are aware of these

important challenges affecting higher education; and while not totally secure in the face of these issues, the College is confidently rooted in the fertile ground of the Catholic women's liberal arts education. The College will meet these challenges and grow into an even better institution in accordance with its successful tradition.

Mission of the College

As a Catholic liberal arts college for women, Saint Mary's College is marked by a strong commitment to a life of intellectual vigor, Christian faith, and social responsibility, aiming to respond to the needs of contemporary society. Founded in 1844 by the Sisters of the Holy Cross, it is the first legally authorized Catholic college for women in the United States. Saint Mary's College recognizes the need to redefine the structure of the Catholic college in these times of great cultural change and commits itself to the task of searching out such redefinition with integrity and imagination. While engaging in this endeavor, the College pursues certain goals which reflect its religious and educational values. Thus Saint Mary's College seeks to

> create a learning community where the Christian tradition both of the past and in the present may be appreciated as a culturally formative influence and a vital religious reality;
>
> foster an academic climate in which individual needs are identified and where diverse talents are both challenged and channeled;
>
> provide a living environment where religious values are taken seriously, where rich and diversified liturgical expression of religious faith joins with critical probing of contemporary life from a Christian vantage point;

> design programs, traditional and experimental, that center academic disciplines and professional service on a liberal arts core;
>
> bring together women from a variety of geographical areas, social backgrounds and educational experiences, and offer them various options for group living;
>
> promote activities on campus and in the civic community that challenge members of the College to realize ideas through action;
>
> cultivate an atmosphere for living where isolation may be overcome by communal spirit and alienation countered by personal concern.

In carrying out its purposes, Saint Mary's College affirms that

> students participate in planning and carrying out educational programs as part of the responsibility they bear for their personal growth on all levels of life;
>
> faculty collaborate in building a learning environment conducive to the full development of Christians as they pursue particular academic disciplines:
>
> administrators exercise responsibility in communicating with all groups in the College community, and officers hold themselves accountable to its members;
>
> relationships with parents and alumnae, the local civic community and other educational institutions be sustained and encouraged. (Bulletin of Information of Saint Mary's College, 1980-1981, p. 5)

Significant Events

One event during the past ten years has been of great significance: the near merger with the University of Notre Dame and the subsequent breakdown of negotiations. Cooperation with Notre Dame opened up and continues to open up a wider range of course offerings, the advantages of a university library, and more economical sharing of services by both schools. During the merger talks Saint Mary's College

spokesmen reasserted their belief that the interests of higher education in both institutions would be served best by preserving the identity of Saint Mary's College as a small liberal arts college within the university, coeducational, but primarily dedicated to the undergraduate woman. As the merger negotiations continued, it became clear that this identity would not be preserved. As a result, negotiations were stopped.

Seven years later, the College has more than survived the experience. It has flourished. Many areas of cooperation continue: the joint Communication and Theatre Department; the coordinate program between Religious Studies and the Theology Department at Notre Dame; and a single teacher-education program. The sense of identity as a woman's college whose history has been intimately involved with the history of the University of Notre Dame is stronger; the sense of independence as a smaller academic community concerned primarily with the education of women has been strengthened; the sense of pride in having survived and better, having weathered the storm with grace, contributes a disciplined toughness to the growing tradition of excellence in the teaching of women which has been the hallmark of the College.

Administration

The organization of the College is set forth in the organizational chart located in Appendix B. A profile of the College is given in Appendix C.

Faculty

There are 164 faculty members holding appointments in 19 academic departments at Saint Mary's College. The faculty is about equally balanced between males and females. The ratio of full-time faculty to part-time faculty (2.7 to 1) is not so large as to suggest a reticence to commit full resources to education, nor is it so small as to suggest that the institution is not in a position to allow for the utilization of local experts and to provide for the necessary program flexibility. The College is not in imminent danger of tenure impaction; only slightly more than one-third of its faculty is tenured. The College has been successful in avoiding inbreeding. In all, 59 different institutions are represented in the list of terminal or final degrees. The faculty is youthful - over half have been on campus five years or less and over 80 percent have terminal degrees. The College has made a sustained commitment to maintain the professional vigor and well-being of its faculty through superior benefits and understanding cooperation.

Curriculum

The following degrees are awarded: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Music, and Bachelor of Fine Arts. There is a cooperative engineering program with the University of Notre Dame and foreign study programs are offered in Rome, Italy, and Maynooth, Ireland. The annual Bulletin of Information contains complete information regarding admissions

procedures, course work and degree requirements.

A grant of $123,000 from the Lilly Endowment, Inc., was recently received by the College to support a curriculum review program. The grant will provide funding for two years during which the College will examine the nature of liberal arts education for women and design and implement courses which reflect this nature.

Accreditation

Saint Mary's College is accredited by the North Central Association of Colleges and Secondary Schools and by the Indiana State Board of Education. The College is also accredited by the National Council for the Accreditation of Teacher Education for the preparation of elementary and of secondary teachers. The Art Department is accredited by the National Association of Schools of Art. Saint Mary's College nursing program is accredited by the Indiana State Board of Nurses' Registration and Nursing Education and the National League of Nursing. The Music Department is an Associate Member of the National Association of Schools of Music, and the Chemistry Department is on the approved list of the American Chemical Society.

The College holds membership in the American Association of Colleges for Teacher Education, the American Association of University Women, the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, the Association of Catholic Colleges and

Universities, the National Commission on Accreditation, the National Education Association, the Council of Baccalaureate and Higher Degree Programs, and the Council for the Advancement and Support of Education.

Student Body

The admissions procedure at Saint Mary's College has always been selective for academic potential as well as personal characteristics which will assure as far as possible a good "fit" between the student and the College. The enrollment at Saint Mary's has been fixed at 1800. These students are predominantly the traditional college-age women. A small number of older women are enrolled. Men enrolled at the University of Notre Dame are participants in exchange and cooperative program courses. The institutional profile facts and figures provided in Appendix C provides more specific information about the nature of the student body from an academic perspective. Saint Mary's College continues to be a residential college.

THE LIBRARY WORLD

A 1979 report on scholarly communication presents an interesting view into the future of scholarly research and publishing. Scholars of the future might use libraries to browse among the books--for there will still be books--, or use microforms stored there. The library will also be an electronic link to vast storehouses of writing in many different forms. Books in traditional form will be available to be read, pondered upon, and cherished, but for those works to which one needs only to refer or skim the contents, microforms would suffice. Many works of specialized scholarship will be stored for ease of access, to be retrieved at computer terminals, on video screens, or as on-demand printouts. Publishers will pay to enter their works in the system, still having promotional, selection and design functions in the publishing stream. They will be selling images, not physical copies, being paid according to the number of times the material is used.

All the technology needed for such information dissemination exists now. A national, even international, information system will be established eventually and work through a network of libraries and resource centers. The problems in establishing such an overall unit are not mainly technical but organizational, behavioral, and economic. The single system in all its parts will continue to be highly sensitive to funding agencies and new technological developments. Change such as this will encounter resistance,

but in the long run economic need will dictate its establishment, for the present system is increasingly unworkable, costly, and reaching a state of publishing saturation.

An integral part of the information combination of parts would seem to be a national bibliographic organization. Forming such a network from the many places already in existence, and the creation of new elements, will take many years, but a promising start has been made with recommendations made by an offshoot of the Council on Library Resources. In the planning stage, promoted by the Council and other agencies, is a National Library Agency component, while legislation for a National Periodical Center is ready to be presented to the United States Congress.

As for technological advances, much can be based on what has gone before to bring to fruition scholarly cooperation of the future. Good groundwork has been laid by the Library of Congress' standardized data bases begun in 1968; the demonstrated success of OCLC and other sophisticated information retrieval systems; establishment of new administrative and governing cooperative structures; an improved understanding of the work to be done; and a willingness to cooperate.

Clearly, adjustments in scholarly habits and attitudes toward library purposes and usage will be required; user education in new library techniques and services must be included among librarians' most important responsibilities. Librarians themselves will have to change, some radically, for experience has shown that the new technologies have been

somewhat casually accepted by library clientele.

National Periodical Center

In 1977 the National Commission on Libraries and Information Science (NCLIS) proposed a United States periodical center administered by the Library of Congress. The Library of Congress requested the Council on Library Resources (CLR) to formulate a technical development program for the establishment of a major facility with an eye to improving access to periodical literature for libraries. The plan, published in 1978, setting forth the goals, objectives, structure, technical requirements, tentative pricing, and a development schedule was viewed with great interest. For the National Periodical Center (NPC) to become a reality, essential federal legislation will probably be introduced in the 96th Congress.

Initially projected at 36,000 titles, subscriptions would be placed for prospective increase, with provision for retrospective growth, in as timely a fashion as possible. With all subject areas covered initially (excepting clinical medicine), the collection might eventually number 60,000 titles, but never contain all of the estimated 60,000 periodicals now being published. For those not held by NPC, access would be provided through a system of referral libraries with requests channeled through the Center to ensure uniformity of procedure and a means of monitoring organizational performance.

Society would gain from an increased capacity to retrieve and use the information NCP members would generate.

A coherent program such as the proposed Center, through the cooperation of librarians, information scientists, publishers and others from the American scene, should provide improvement over the present disjointed effort.

The Future of the Card Catalog

In November 1977, the Library of Congress, not unexpectedly, announced it would freeze its present catalog on January 1, 1980. In order to allow time for further study of the also-to-be-implemented Anglo-American Cataloging Rules 2 (AACR2), the date was later extended to January 1, 1981, at the request of concerned librarians haunted by nightmares of the pitfalls possible in not continuing their existing catalogs in the present fashion.

The decision to close the current catalog, the outgrowth of serious maintenance problems and the library's increasing reliance on an automated system, was tied to the imminent implementation of AACR2.

Librarians agree that the days, or years, of the card catalog are numbered, but there is no consensus among members of the profession as to the best method.

The steps to alternate catalogs is not new in the library world. New York Public Library closed its catalog in 1971 and relies on a computerized book catalog. The University of Toronto closed its file in favor of computer output microform (COM), while the Chicago Public Library System began in 1976 to change to microfilm.

Computer Output Microform (COM)

Computer output microform had a running start over the other styles of catalog substitutes. Archival tapes of a library's cataloging production can be purchased from OCLC and used by a commercial vendor or a local computer center to produce microforms. Microfiche or film readers, strategically placed in the library and conceivably outside that building, would allow easy access to the library holdings entered into a data base even if no retrospective tape is produced. This can be updated periodically with ease and accuracy, constantly improving the content and format. Most librarians agree such a package is only a stepping stone to on-line systems, the most desirable alternative, and they are reluctant to have to approach usually beleagured administrations within the foreseeable future for a second outlay of funds to finance an on-line system.

In October 1979, the Association of Research Libraries (ARL) suggested that its members adopt an attitude of "watchful waiting" and not implement COM systems immediately. ARL recommends waiting until commercial firms have brought on-line implementation to a more satisfactory problem-free catalog, for much of the technology has yet to be developed. Even such university libraries as Indiana, Michigan and Notre Dame seem committed to continuing their catalogs even with the attendant problems of implementing the new Library of Congress regulations.

The on-line catalog for which these and other libraries are waiting would have great advantages in flexibility, new access points and rapid updating. Some extant data-base networks hold promise for serving as the desired on-line catalog, offering access to subject headings and to local holdings information. Certain technical aspects of these bases still must be worked out before they can operate as a widespread public network, and expenses are still a paramount problem. OCLC is beginning to move in the direction of an on-line catalog, but it is extremely doubtful they would be able to function by 1981 regardless of what charges might be imposed for the service.

Book catalogs are much less popular alternatives to either COM or on-line catalogs. Their format may be more adaptable to user acceptability, but they are more expensive to produce and the necessity of consulting more than one main list plus supplements is a real deterrent to implementation.

For those libraries which opt for continuing card catalogs, there are two main alternatives. They may close the old card catalog and begin a new one, which would contain the new forms of entry resulting from desuperimposition, or they may maintain the old catalog, accepting entries in either old or new form. For those libraries which have sufficient expansion room, this last might be desirable, for it would not involve the necessary user orientation of beginning a new catalog. It still would present difficulties, however, such as sudden expansion of certain catalog drawers,

of which the entries UNIVERSITY OF . . . comes most readily to mind.

Both alternatives are only temporary measures, but they do buy time for most libraries until computer technology is built up and the costs of other types of catalogs come down or at least are more definite. Each library must make its own choices, for there is no best solution evident. Only by choosing what is best for its own situation will a library even come close to giving satisfactory service to its clientele.

Microforms

American libraries are making increasing use of the information retention medium of micrographics, defined as an information storage and communications medium too small to be seen by the naked eye.

The attitude of librarians toward microforms is changing. Their reluctance to embrace the medium seems to be tied to skepticism concerning the myriad complex hardware. Strangely, experience shows microforms have been almost casually accepted by faculty and students alike.

Micrographics are produced in several forms: 16 and 35 mm film, micro- and ultrafiche, microcards and microprint. Reduction 15 times or less is deemed LOW reduction, 15-30 times MEDIUM, and high reduction is above 30 times reduction.

Reel microform is the least expensive to maintain considering the necessity of film maintenance and repair. Offshoots of the reel are cassettes or cartridges which dispense with manual film handling and the inherent potential

for damage, but they compound the disadvantage of an inability to update or duplicate easily.

Microfiche is a sheet of film with multiple microimages in a grid pattern or rows or columns. United States government reports have been available in this form since the 1960s. 105x148mm (approximately 4x6 inches) is the American and international size.

Advantages of this form of micrographics include the fact that they are quickly and easily duplicated once the master copy has been made. They also permit semi-random retrieval as opposed to the serial access required by microfilm. Cheap to produce, they are comparable to full size reproduction and allow for easier interfiling and retrieval.

Limitations include the fact that the cost of the master copy is high, 3 to 5 times that of film. They are vulnerable to loss or theft, especially as ownership of readers outside libraries proliferates. Key-word filing problems do make for excessive handling of cards.

All is not as rosy or cost-saving as appears on the surface. Highly touted space savings--in the case of SCIENTIFIC AMERICAN, 300 feet of shelf space taken by bound volumes can be reduced to 3 feet by the use of ultrafiche--may not be all that cost-saving when one considers that a 15% space saving may only achieve a 1% reduction in total library expenditures.

Some microform supporters cite the saving of binding costs. They argue that binding a 12-inch volume, including the labor and overhead involved in the preparation and control

of the material, can run $18.00 a year as opposed to a microfilm subscription of $12.00. They do not take into account that part of that saving will have to go to the purchase and maintenance of the readers required to return the material to readable size.

It is true that periodical microfilm back files do provide defense against mutilation or loss since few film readers are readily available outside libraries, but this does not hold true in the case of fiche copies. Ever less expensive readers are being produced making them within the reach of individuals. As the number of readers proliferates, it is fair to presume that the incidence of library fiche copy theft will rise.

Other uses of micrographics utilized by libraries include:

- reproduction and preservation of valuable research documents,
- information retrieval, including archival storage of inactive files,
- vertical file conversion,
- record management,
- microform card catalogs.

Technological/Automation Advances

The budget crunch, though presenting problems on one hand, has accelerated the growth of technological advances in the library field on the other. It has become increasingly

clear in the 1970s that in order to cope with the rising prices, lower budgets, and increased information output, libraries must renew their efforts at cooperation. The pie-in-the-sky goal of self-sufficiency or even individual library comprehensive coverage of the information being produced has proved to be unrealistic and unattainable. The sharply rising library operation unit costs balanced against the steadily falling electronic data processing unit costs make electronic library services a virtual certainty.

Localized library automation, through trial and error, has not proved to be economically feasible. Many libraries are opting for joining cooperative networks which show promise of savings in the cost of operations, particularly in the area of cataloging and processing. Computer technology will also pay off as it assists librarians by resource sharing on a national basis and eliminating duplicate buying of expensive works.

Large network agencies such as OCLC, Inc., Washington Library Network (WLN), and BALLOTS (based at Stanford University) will figure significantly in the establishment of a national network. There are also regional cooperatives such as MIDLNET of the midwestern states based at the University of Chicago, MINITEX (Minnesota, North and South Dakota), and NELINET (New England Library Information Network). Perhaps the answer lies in a combination of all the systems if the problems of state agency control can be overcome.

Libraries such as Saint Mary's have been fortunate in

having the assistance of the Kellogg Foundation and the Indiana Cooperative Library Services Authority (INCOLSA) to enable them to join OCLC, Inc. This nationwide cooperative nonprofit computer system for libraries has broadened its governing base to include members representing some 2,000 institutions across the country.

The Kellogg Foundation provided funds for the necessary hardware, a computer terminal, and its installation. INCOLSA acted as intermediary and training agency between Saint Mary's and the Ohio-based network. INCOLSA now defrays the cost of telecommunications (approximately $125.00 per month) and maintenance (around $36.00 per month). This assistance is renewable from year to year depending upon the action of the state legislature.

Saint Mary's might serve as an example of the advantage of network membership. Once the training sessions were completed, it soon became apparent that the cataloging of monograph materials was accomplished at a much faster pace than previously done. The catalogers quickly reduced the backlog from several shelves of material to the partial shelf it occupies today. It is estimated that between 95 and 99% of the cataloging can be accomplished through terminal use. Thus, the need for original cataloging input from Saint Mary's Library is minimal.

Costs for this service currently amount to $1.25 first-time use charge plus 3.6¢ per card. This monthly accession list printout costs $12.00 minimum, averaging $20.00 per month

for Saint Mary's. The monthly booklist distributed to administration and faculty is made from this list.

This process will be further enhanced when the computer printer is installed in the cataloging department. With this installation the manual typing of information on a temporary slip for both cataloging and interlibrary loan can be eliminated.

Within the past year another capability of the network, interlibrary loan, has been initiated, speeding the ILL process considerably. After the operator keys into the ILL sector of the base, materials may be requested from up to five member institutions at one time. The request proceeds from library to library, as designated, with a four-day maximum stop at each location to enable the prospective lender time to determine the availability of the item. Even at the present cost of some 95¢ per requested item the savings in time, postage, and salaries is considerable, especially if the number of ILL transactions is numerous. Here at Saint Mary's in the 1978-79 academic year, 417 items were requested and 255 items were loaned, all by the usual phone and mail method. Through the use of the terminal, the filling of requests has been demonstrably accelerated.

A computer assisted acquisitions capability is being developed as well as a serials component.

Commercial services in the field are becoming increasingly available. Lockheed's DIALOG makes available numerous data bases through one terminal. Fortunately for Saint Mary's access to this service through the Miles Laboratories' Elkhart terminal is underwritten at the present time because of

Saint Mary's membership in another cooperative, the Area Library Services Authority (ALSA 2). In the future, Miles may investigate the feasibility of opening service to the community for a fee.

With the aid of an LSCA grant INCOLSA has hired an Information Retrieval specialist. She will investigate IR retrieval services for INCOLSA members and develop a program.

Copyright

January 1, 1978, was the effective date of the new copyright law, legislation which threatened to throw the profession of librarianship into deep psychological confusion. Not since 1909 had there been a general legal restatement of United States copyright policy, although there had been piecemeal amendments from time to time. Many technological developments affecting copyright became significant during the interim between 1909-1976, including radio, motion pictures, tape recorders, television, computers, photocopiers, cable television, satellite communications. Perhaps unfortunately, the new law retains much of the general structure of the original act.

The new law is no model of clarity that always points to unequivocal conclusions. Some problems were overlooked, others looked over and avoided. Still others drew only general solutions turning on the use of the word "fair".

Since the law is so vague it lends itself to differences of opinion, depending on the stance of the interpreter, be

he publisher, author, librarian, or just a poor user. Perhaps this is the reason the law provides for a review of the situation after a five year trial in 1983.

If Saint Mary's is typical, libraries have settled into compliance with the legislation. Although librarians chafe under the burden of additional record keeping and storage, experience from two-years' trial shows that the restraints can be lived with, especially when a faculty is as cooperative as the group at Saint Mary's. Beginning in the fall of 1977, the library sent four communications to the faculty to alert them to the terms of the statute and the necessary changes in the reserve desk procedures. Not surprisingly, the number of reserve photocopies dropped from over a thousand to around a hundred.

Rising Cost of Library Materials and Personnel

One of the most devastating external forces affecting the ability of academic libraries to give the best service is the ever-present specter of rising costs. The outlook for the decades to come is for continued if not more severe financial erosion since academic institutional income will probably not increase in the foreseeable future. BOWKER ANNUALS through the years have shown an increase in the mean price of a United States imprint from $3.70 in 1947-49 to $16.32 in 1976, a 441% increase in 27 years. The 1979 ANNUAL cites a 6.5% over-all rise in book unit costs from 1976 to 1977. Several surveys have underscored the fact that budgetary increases from 10 to 15% would be required at current prices to renew subscriptions to existing serial titles and to

continue to purchase books at ongoing levels. Needless to say, this increment is not forthcoming at most academic institutions. In fact, at Saint Mary's College, the 1979-80 operating budget, exclusive of salaries, remains the same as that of the previous fiscal year.

The acquisition of periodicals presents a particularly bothersome cost problem for all institutions. The method of coping with the situation is usually one of two--shifting funds from the monograph allocation to be used for serials, or to halt the acquisition of new serial titles in an attempt to maintain renewals of present subscriptions. In those libraries where the fund-shift method has been evident, $1.23 was being spent on periodicals for every $1.00 used for monographs. This is an insidious evil for it militates against acquiring titles dealing with new areas of study or specialization to say nothing of periodicals in the established discipline areas which offer fresh or innovative approaches to the subject. Therefore, each such library is increasingly less able to supply the education and research needs of its patrons.

The spiraling cost of personnel salaries has also been a thorny problem in academic libraries. A rise of 4.1% in the seven years from 1969 to 1976 took place in academic library salaries, which now average 60% of most library budgets. Evidently this was not so much due to staff number increases as to raises in line with institutional across-the-board employee increments. While some academic libraries have had to sacrifice material purchases to cover spiraling

costs, salaries have not kept pace with the cost-of-living increase.

The drift of professional thought on ways to hold the line in this area is either staff reduction or responsibility shift. Much professional work today is done behind the scenes where patrons and administration can little appreciate the effort. Technological advances, including automation, have been touted as a means not only of improved service but of cost reduction, or at least cost recovery. This could be accomplished only by the elimination of some positions or the shift of responsibility for routine tasks to the clerical level, leaving more librarians free for patron service.

Even though the buying power of most academic libraries has been reduced, the information glut continues. As a result, ever more selective, judicious acquisitions methods must be employed to assure a quality materials collection. At Saint Mary's, while continuing the policy of faculty-recommended buying of monographs, a sincere effort is made for closer liaison between faculty and library personnel at the selection level. This includes meetings with individual department heads to achieve mutual understanding of curriculum backup needs and budget limitations, as well as more title referrals for instructor appraisal as opposed to purchases selected by the library faculty.

Cooperatives

Library membership in cooperative efforts on a local,

state, regional, and national basis is often motivated not so much by a desire to be of fraternal assistance as by an eye to the fiscal and service benefits of each alliance. In the library field at this time, the dominant force is interdependence, brought on by mutually tight budgets and burgeoning media output, be it printed, filmed, or recorded. Saint Mary's Library has found it beneficial to have membership in five cooperative ventures: Indiana Cooperative Library Services Authority (INCOLSA), Area Library Services Authority 2 (ALSA 2), OCLC, Inc., Northern Indiana Consortium for Education (NICE), and Midwest Health Services Library Network (MHSLN).

SAINT MARY'S COLLEGE LIBRARY

History and Building

The present library was erected in 1942 to commemorate the centennial of the Sisters of the Holy Cross, who founded the College, and to further its purpose of serving an undergraduate student body with a collection concentrating on the liberal arts and the sciences. It is formally called the Alumnae Centennial Library. It was built to meet the needs of a student body of 450 and to hold 80,000 volumes.

Alumnae Centennial Library is set between LeMans Hall to the west and Madeleva Memorial Hall to the east. It faces Lake Marian to the south. The French Renaissance architecture of the four-level building was designed by Jens Fredrick Larson. It reflects the tradition of the community of Holy Cross and carries out the style that prevails on the campus. Extensive landscaping around Lake Marian and the island provides inviting out-of-door reading nooks and attractive shaded vistas. The lobby, alcoves, and reading rooms are paneled in Idaho pine and give a friendly, warm atmosphere to study areas. The Aquinas Alcove located on the main staircase between the first and third floors is particularly noteworthy in that it reproduces in fourteenth century French Gothic style a monk's cell at the time of Saint Thomas Aquinas. At ground level, the building is 155 feet at its longest and 85 feet at its widest.

By 1967-68 it had become clear to the library director

and to various outside consultants that the College needed either to build a new library or to add an addition to the present building. In the last ten years the difficulties of the present library have become even more acute: the student body has approached 1800; the collection has risen to nearly 150,000 volumes. Certain modern library services (e.g., listening and viewing rooms) have had to be carried out in cramped and ill-suited quarters.

In addition, some library functions are served by rooms in several other campus buildings:

1. Regina Bowling Alley -- 3,120 square feet (books and periodicals),
2. Rare Book Room, Regina Hall -- 1,790 square feet (rare books),
3. Science Building -- 870 square feet (bound science journals).

In 1978-79 after various forms of consultation with students, alumnae, faculty, and administrators, the Board of Regents authorized the development of plans for a new library building. The design of the new library is to meet the criteria explored by Sister Rita Claire Lyons, former library director, and established finally in a program developed by the administration, faculty, and the librarians since the retirement of Sister Rita Claire in 1976.

Final architectural plans from the Indianapolis firm of Evans Woollen Associates were accepted in 1980. The feasibility of breaking ground for the new facility is under consideration by the Board of Regents at the time of this writing.

Architects' drawings for the proposed new library building show five functional levels: a lower level, a first floor, a first floor mezzanine, a second floor, and a second floor mezzanine.

If building a new library is postponed, there are problems such as the following that must soon be addressed: additional storage space allocated for materials retired from the main library, as Regina storage and the science library are nearly filled to capacity; lack of adequate staff work and office space; the effects of cramped quarters on the library staff and operations.

Purpose

The library serves an undergraduate student body and a curriculum with concentration on the liberal arts and sciences. Its aim is to foster an exciting intellectual climate while at the same time providing comfortable and attractive study areas in a relaxed and quiet atmosphere. The library endeavors to make available all requisite library materials, conveniently organized so as to facilitate their use by the College community. It strives to provide a collection suitable to the curriculum including general, cultural, and recreational materials, basic reference works, scholarly journals and nonprint media.

Collection

When the library was built in 1942 it contained approximately

27,000 volumes. In 1967 the number of volumes had increased to 98,000. Today in 1979-1980, the volume count has reached 150,000.

The library has five kinds of holdings: main book collection, periodicals, reference, special collections -- including rare books, and audio-visual materials.

The rare book collection deserves special attention. It contains 2,750 volumes: the core of the collection results from these principal gifts -- the Gillen collection, mostly 18th and 19th century editions; the Dante collection, the gift of an anonymous donor containing editions of Dante, of Dante studies, of incunabula, and studies of medieval and renaissance art; the Shaw collection, books of the 18th and 19th century Catholic revival in England.

In the 1977 Study of Library Facilities and Resources, Sister Jeanette Lester, Institutional Researcher at Saint Mary's College, drew the following comparisions between the holdings of the Saint Mary's College Library and those of some other colleges: "In comparing volumes on hand per full time student at Saint Mary's with this figure for all United States college and university libraries, it is found that Saint Mary's holds almost twice as many volumes per student as does the average college library; for the year 1975 Saint Mary's had 81 volumes per full time student compared to the estimated average of about 39 per student. A comparison with several Catholic women's colleges of comparable academic stature shows that in 1975 total volumes at Saint Mary's were about 133,000 compared to 190,000 for

Saint Catherine's and 135,000 for Trinity College. A comparison of the Saint Mary's 1975-76 holdings of 136,469 shows it to be less than some "very" selective colleges including Earlham with 190,000, Mills with 173,000, Wheaton with 163,000, and Kalamazoo with 185,000. Enrollment is about the same at these colleges as at Saint Mary's College."

Acquisitions

Books are ordered for the library in one of two ways: requests from faculty members, and surveys by the librarians of publishers' catalogues and releases, as well as book reviews in leading journals. In addition, the library maintains standing orders for titles that appear in certain series.

Two problems have emerged recently in acquisitions, costs and new or growing departments:

1) The average cost of a hard cover book in 1967-69 was $8.77; in 1977 it was $18.03. Recent figures released by the American Library Association reveal that the average cost of a book has increased by 137% to $20.10 per book since 1968.

2) Although there has been a concentrated effort to purchase monographs on an equitable basis according to subject content, the two most rapidly growing departments in the College curriculum, nursing and business/economics, still demand a considerable share of the book budget. Content gaps in the nursing field seem to be narrowing, however, while the needs in the field of business have become more apparent.

Staff and Functions

The library is organized primarily around function rather than around staff members. That is to say, although each librarian has one or two primary functions, any of them may be found performing some other functions. That is especially true of the reference function, which is performed by almost all the librarians at one time or another. The library's organizational chart is given in Appendix B.

The professional library staff consists of six librarians and five full-time clerks. In addition, there are about forty student assistants employed during the academic year.

A question that needs to be faced is the possible need for new staff or for the retraining of the current staff when the new building becomes available.

Services

1. Book Request Procedures

The holdings of Saint Mary's College Library have been built primarily by reliance on the discipline, knowledge, and expertise of faculty members. The acquisition staff is alert to the obviously needed titles as they are published, especially in the area of reference. The bulk of purchases, however, are made from faculty suggestions. Teachers are asked to be selective in their choices and include basic bibliographic information with their suggestions.

2. Cataloging Department

The cataloging department continues to provide fast and efficient service through the use of the OCLC computer

terminal. The department issues a monthly list of recent acquisitions to the library, which are made available at the library or in the academic building mail rooms. Recent acquisitions are displayed on the new-book shelves in the first floor lobby for one week. Notices are sent to requesting faculty members when a book has been cataloged and placed on these shelves.

Of major concern to the cataloging department and to the entire library staff is the impact the adoption of the new Anglo-American Cataloging Rules (AACR2) by the Library of Congress and the simultaneous closing of their present card catalog in January 1981 will have on small libraries. Saint Mary's Library has adopted a "wait and see" attitude toward catalog change over. Difficult as the decision may be, especially with a new building and its space allocation in the concrete planning stage, the knowledge that the form of the change will probably be the final catalog, dictates very careful consideration of the situation. It seems likely that the capability for an on-line catalog will be installed in the new building even if the exact final direction has not been decided.

3. Circulation System and Control

Book loans are made for a three-week period with renewals available if no other reserve for the item has been made. Periodicals are ordinarily loaned for overnight use. Extended loans are available to faculty members.

There has been a growing concern among library staff

regarding the number of books lost through user negligence. To encourage patrons to return books on time and to cut down on book losses, a colored tabbing system similar to that used at the University of Notre Dame Library was begun. Through this system overdue books can be more easily determined and a more efficient and systematic sending of notices has resulted. Arrangements were also made with the business office to bill students for overdue or lost books when repeated notices have been ignored.

The Tattletape Book Detection System was installed in the library during the summer of 1977. A 1% random sampling inventory of the books tagged since the installation was taken during the summer of 1979. The results indicated a 100% effectiveness rate.

4. Reserve Desk

A reserve desk and a reading room are maintained on the ground floor of the library to assure the availability of required and suggested materials to all the members of a class. A large number of books and journal articles are placed on reserve each semester.

Since the library reserve desk is affected to a great extent by the new copyright law and its restrictions on photo-duplication of copyrighted works, a set of guidelines for the placing of materials on reserve was sent to each faculty member to assure their compliance with the statute. Responsibility disclaimers and notices have been prominently posted and stamped on photocopies handled by the reserve and inter-library loan desks.

5. Interlibrary Loan

To facilitate interlibrary loan requests, Saint Mary's Library is a member of ALSA 2 (Area Library Services Authority), INCOLSA (Indiana Cooperative Library Services Authority), OCLC, Inc., and other cooperative library programs.

6. Research Services

Ready reference and extended research assistance are offered to the College community. Reference service is available between 8 a.m. and 9 p.m. daily. Telephone questions are also accepted.

7. Library Orientation

The library orientation program continues to improve each year with more teaching faculty taking advantage of its programs. A reference librarian is available upon request for this service.

8. Special Collections

The library has special collections in rare books, records, children's literature, and a vertical file for maps, annual reports, and topical information.

Associations and Relationships

The library holds institutional memberships in the following professional associations: Indiana Library Association, Catholic Library Association, American Library Association.

As an institution the library participates in several programs: INCOLSA (Indiana Cooperative Library Services

Authority), ALSA 2 (Area Library Services Authority), MHSLN (Midwest Health Services Library Network, and OCLC, Inc., (formerly Ohio College Library Center).

INCOLSA serves 132 libraries throughout Indiana, concentrating primarily on cooperative use of computer services. Its goals are to improve library efficiency, to allow libraries use of computer services at a reasonable cost, and to promote better services to library users through automation. INCOLSA is supported by state funding, member library fees for services and federal and private foundation grants for specific pilot projects. The organization acts as a liaison between OCLC and the individual libraries. The distribution of new and additional OCLC terminals rests with this agency. INCOLSA activity is visible in such projects as the updating of the Indiana Union List of Serials being conducted by Indiana University. This badly needed revision of the 1973-74 IULS will be welcomed by all Indiana librarians as an aid to more complete service to their clientele.

MHSLN, a component of the federally funded Biomedical Communications Network, was established through the Medical Library Assistance Act of 1965. Saint Mary's uses the consortium primarily for nursing student research, drawing principally from the holdings of the Indiana University Medical School Library, Indianapolis. By far the greatest number of these informational needs are for materials from serials to which the library has no subscriptions or for items from earlier years of periodicals to which the library

now subscribes. Federal funds cover only part of the cost ($1.40) of a specified number of requests and beginning in June 1980, each library must pay $2.80 each up to 40 requests and $4.00 each for subsequent items. As a result the question of responsibility for the cost assumption must be addressed. Should it be the library, the Nursing Department, or the individual student who assumes the cost?

On the local level, Saint Mary's is part of ALSA 2 which encompasses 48 libraries in Saint Joseph, Koskiusko, Elkhart and Marshall counties of northern Indiana. Included in the cons rtium are institutions of higher education, large and small community libraries, special libraries, school corporations and hospitals. As the efficiency of ALSA has improved since its inception four years ago, Saint Mary's reservations that it might have to give more than it would receive have evaporated. Saint Mary's has benefited from the central Reference and Referral Center, the twice-weekly courier service which speeds interlibrary loan transactions, and the local availability of materials Saint Mary's does not have. A recently initiated service is the circulation of films. ALSA 2 has negotiated, and is presently funding, the availability of Miles Laboratories terminal access to the Lockheed DIALOG multi-base system and is the coordinating force for continuing education opportunities for area librarians. Those requests which cannot be filled locally are TWXed to the State Library which polls libraries throughout the state for the material.

Participation by Saint Mary's in the Northern Indiana Consortium for Education (NICE) provides certain library privileges for the members of the College. The terms of agreement include mutual library borrowing privileges to students of the five member units (IUSB, Ivy Tech, Holy Cross Junior College, Bethel College, Saint Mary's College). Due to the fact that all the consortium units, with the exception of Holy Cross Junior College, are active members of ALSA, this aspect of the higher education agreement has fallen into disuse.

Previous mention has been made of Saint Mary's participation in OCLC, Inc. and the advantage to the library of its shared cataloging and interlibrary loan capabilities, with the prospect of acquisitions and serials control implementation in the not too distant future.

Saint Mary's Library has also agreed with the library at the University of Notre Dame for the mutual exchange of privileges. Cooperation with this library has been mutually advantageous to both organizations. Saint Mary's is especially grateful for the generosity of the library administration and staff in opening their professional education meetings and workshops to Saint Mary's and in sharing their expertise on a variety of subjects.

There is also an informal yet cordial relationship existing between Saint Mary's and the South Bend-Mishawaka library community, irrespective of cooperative membership. The mutual support of both staff and administrative interaction gives Saint Mary's ready access to quick consultation regarding the myriad problems in the current time of building as well as automation and service expansion.

Budget

The library operating budget for 1979-80 was frozen at the 1977-78 operating level. The proposed budget for 1980-81 allows for an increase in all categories. Fortunately, in case the expenditures in any one area exceed the amount budgeted, the category allotments may be balanced to fit the expenditures to the total budget.

The library is the recipient of funds from the federal government, under Title II-A, Higher Education Act of 1965, which will diminish from $3,963 allowed in 1979-80 to $1,900 in 1980-81. These "basic grant" funds are used for expensive items the library would be unable to purchase from its regular monies.

Equipment

The equipment housed within the library, exclusive of the expected typewriters (13) includes audio-visual equipment in the form of:

1 Bell and Howell microfilm reader
2 portable and 1 standard microfiche readers
1 cassette tape recorder
4 record players
1 filmstrip viewer

Through a Kellogg Foundation Grant in 1977, the library was able to acquire a cathode ray tube (CRT) terminal and to become part of the Ohio College Library Center, now OCLC, Inc. This allows the library to have access to and be part of the on-line cooperative data base, joining some 2,000 libraries across the country. Besides the operational cataloging and interlibrary loan modes of the system, serials control and union catalogs, acquisitions, and circulation control

capabilities are being planned for the future.

Use of the Library

In the course of trying to determine the need for a new library facility for the College, Sister Jeanette Lester was commissioned to conduct extensive surveys during 1976-77 and the early part of 1979, polling faculty and students as to their current use, probable use in the future, and opinions of the library. Although it was apparent from the surveys that only a new library could alleviate some of the unfavorable aspects of library service on the campus, such as poor ventilation, uncomfortable seating, noise, insufficient study space and the like, sincere efforts were made to change those aspects of the scene which could be altered, such as the lighting, addition of directionals and the extension of hours.

Although total circulation figures have diminished somewhat, use of the library and its staff has increased. More orientation and library use lectures are being given in conjunction with regular classes, interlibrary loan transactions have increased substantially, and the reserve facility continues to be an important part of library service. These outreach services, coupled with the prospect of a new facility, have helped the library become a more viable part of the College educational picture within the past few years.

ASSUMPTIONS CONCERNING THE COLLEGE AND/OR THE LIBRARY

The study team compiled the following list of basic assumptions from the situational analysis reports. These assumptions were the guidelines used by the task forces in preparing their reports.

College Planning Assumptions

1. Saint Mary's College will continue to be a Catholic women's undergraduate liberal arts college.

2. The enrollment of students will remain basically constant at 1800.

3. Saint Mary's College will continue to be highly selective in its admissions policies.

4. The curriculum at Saint Mary's College will continue to be solidly based in the liberal arts with professional programs offered that reflect the career choices for today's women.

5. The psychological, social and spiritual needs of today's young woman and her maturation process will continue to be recognized as being of high value and concern at the College.

6. The career needs of today's young women will continue to be recognized and promoted by programs such as the Career Development Center.

7. Saint Mary's College will continue to offer the highest quality of education and will facilitate this goal by offering financial and professional benefits to its faculty and staff commensurate with the criteria of the best colleges in the United States.

8. The cost of an education at Saint Mary's College will continue to be high. Attempts will be made, however, to keep those costs commensurate with the quality and opportunities available at Saint Mary's College and to aid those students who need financial support to continue their studies.

9. Minority enrollment will be promoted.

10. The enrollment of older women will be welcomed but no definite continuing education program is foreseen.

11. Saint Mary's College will continue to be primarily a residential campus, although a certain percentage of commuter students will be part of the student body.

12. Saint Mary's College will continue to be a Catholic college although the majority of the faculty will be lay.

13. In the future the College must face the issue of its relationship with the Sisters of the Holy Cross which has implications for the College Corporation and its constitution.

14. The College's two foreign study programs will continue and cooperation with the University of Notre Dame's foreign study programs will also continue.

15. There are no plans for the expansion of the College beyond the construction of a new library and an addition to the science building.

16. The SMC-ND co-exchange educational programs will continue.

17. The College will continue to take advantage of new advances in technology as they become applicable to educational purposes.

18. Economic developments (inflationary) will continue to affect college budgets, generally and departmentally, including the library.

19. Saint Mary's College will continue to be a part of a larger academic community including Notre Dame and Indiana University at South Bend among others.

Library Planning Assumption

1. The library will continue to contribute to the College's instructional and research needs and be responsive to the extra-campus needs of the surrounding community through its public services.

2. The library will continue as an academic unit of the College.

3. The completion of the new library building will allow library facilities to be expanded.

4. Collection development will reflect the current curricula at this time.

5. The primary responsibility for the selection and maintenance of library materials will continue to be the library staff.

6. The Rare Book Room will be in the library.

7. The College archives will be housed in the new library and administered by the library director.

8. An enlarged audio-visual collection will be housed in the library.

9. The curriculum lab of the Education Department will be housed in the library.

10. The Music Seminar Room will continue to be housed in Moreau Hall under the direction of the Music Department, with staffing and supplies provided by the library.

11. Library instruction will continue to grow and will become a very important service at Saint Mary's College Library.

12. There will be more patron use of the new library, including students and faculty.

13. There will no longer be storage areas in other college buildings when the new library is completed.

14. The library director will continue to be an accredited librarian.

15. The library staff will consist of librarians, clerks, and student assistants.

16. A full range of library functions will continue to be offered.

17. The library will adopt electronic and other technical advancements as they become economically feasible. This includes the development of microform technology and cooperative services and communication systems.

18. The library will continue to cooperate with consortia, e.g., OCLC, Inc., ALSA, INCOLSA, NICE, etc.

19. The quality of the library collections and services will continue to bear on the accreditation process.

20. The library will act in accordance with the Anglo-American Cataloguing Rules, (AACR 2).

21. Economic effects on the publishing industry will eventually affect acquisition policy and collection growth.

22. The library is committed to affordable interlibrary loan services.

PART II

NEEDS ASSESSMENT REPORTS

INSTITUTIONAL POLICY TASK FORCE REPORT

INTRODUCTION

The Task Force on Institutional Policy was charged with the following tasks: to identify major institutional policies and their implications for library development; to identify the current role of the library in institutional policy making; to determine whether any modifications are needed; to review the role and status of the librarians. Information was collected from interviews with the past and current library directors, as well as such sources as the GOVERNANCE OF THE COLLEGE manual and the BULLETIN OF SAINT MARY'S COLLEGE.

POLICIES

Policy was identified as a guideline providing decision-making direction of an organization's ongoing activities and/or achievement of its objectives. The following institutional policies of Saint Mary's College were seen as having direct implications for the library:

Admission Policies

Saint Mary's College is marked by a strong commitment to a life of intellectual vigor and social responsibility aiming to respond to the exigencies of contemporary society. Implied in this statement is a strong commitment to providing quality education. The Admissions Office seeks to recruit

those students who have the potential to take advantage of this type of education. Saint Mary's Library has consistently maintained an excellent library collection to support this commitment.

Instructional Policies

The College fosters an academic climate in which individual needs are identified and where diverse talents are both channeled and challenged. Programs, both traditional and experimental, center academic and professional service on a liberal arts core.

While the library is expected to provide print and nonprint materials to support academic programs, there appear to be no formal procedures for involving the librarians during the formulation of instructional policy. An interview with the former library director revealed that informal discussions did take place regarding the need to supplement present holdings when new programs were under consideration. The initiation of the nursing program in the early 1970s was a recent example of this.

Research Policies

College policy in academic and professional self-development can be inferred from the statement in the GOVERNANCE MANUAL which stresses the need for scholarly enquiry as encompassed in published research. The Library assists in whatever manner it can by providing

print and nonprint materials, interlibrary loan materials and makes available to faculty members a limited number of study rooms for the exclusive use of those engaged in research.

Community Service Policies

The College library is available to Notre Dame students and professors as well as to the families of faculty and staff, local high school students, alumnae and area residents.

ROLE AND STATUS OF LIBRARIANS

The librarian is appointed by the president of the College and holds office at the discretion of the president. She is immediately responsible to the Vice President and Dean of Faculty.

She is the ex-officio chairperson of the Library Committee which assists the librarian in the formulation of library policy. She is the administrative head of the College library and is charged with the general supervision of the library. When plans were being formulated for the new library, she became a member of the College Building Committee.

At present, there are two tenured members of the library staff. The librarian has indicated that there is a study underway to examine the criteria for promotions and tenure. The recommendations of the American Library Association as well as criteria used in other libraries are being studied with a view to making recommendations for the Saint Mary's

Library. In keeping with the College policy to accept well-qualified students and to procure competent faculty, it follows that consideration will be given to select well-qualified librarians and staff members.

FINANCIAL SUPPORT

The administration recognizes the importance of the library as the central core of the College as evidenced by its support of the budget each year. Plans for a new library are further evidence of the College's commitment to excellence.

RECOMMENDATIONS

Because Saint Mary's is a small college and because communication between departments and the librarian is relatively easy, the need for formal procedures for informing the library about projected changes in academic patterns has not appeared to be necessary. The librarians have indicated, however, that it would be highly advantageous to them to receive some formal communication from academic departments when changes are being considered that would affect the library. Membership on the Curriculum Committee would give the librarians some insights into proposed modifications in curricular patterns that may affect the library.

Anthony Black
Sister Francesca Kennedy, C.S.C.
Sister Margaretta Reppen, C.S.C., Chairperson

USER-SERVICES TASK FORCE REPORT

INTRODUCTION

The Task Force on User-Services consisting of four faculty members, two students, and three librarians, divided itself into six groups to investigate simultaneously the areas to be evaluated as outlined in the charge from the study team. In the realm of user needs, the group was asked to construct a framework for characterizing users, examine the needs important to users, and consider how effective the library is in meeting those needs. In library services, the areas were categorized as personnel, collections, facilities and equipment, technical services, and public services. Each group evaluated the current situation in its assigned area and compiled a list of recommendations for the consideration of the study team.

USERS

SCOPE OF CLIENTELE

Saint Mary's College Library serves primarily the Saint Mary's College community. It is also available to the Sisters of Saint Mary's Convent, the students and faculty of the University of Notre Dame and anyone from the South Bend area with proper identification. As a member of ALSA 2 it serves library users in the four-county area (Saint Joseph, Kosciusko, Elkhart, Marshall counties) through the ALSA Reference and Referral Center. Outside the local South Bend

and four-county area, Saint Mary's College Library regularly sends out materials on interlibrary loan to libraries around the country, particularly now that the library is a member of the OCLC Interlibrary Loan Subsystem.

Within the "Saint Mary's Community" itself, the primary user, there is the student body of 1800 women; the faculty of 164 and their families; the staff and administration; the approximately 300 Sisters of the Holy Cross residing at Saint Mary's; the students (8,612 - spring 1979) and faculty (733 full-time and 65 part-time - spring 1979) of the University of Notre Dame. Circulation statistics within this entire group range between 25,000-29,000 books per year.

As the students and faculty of Saint Mary's College are obviously the chief users of the College library, a report of their needs forms the remainder of this Task Force Report.

Students

Fall 1979 figures show the total undergraduate enrollment at Saint Mary's to be 1817 (1782 full-time, 35 part-time), representing a small decrease from the fall 1978 enrollment of 1839. There were 475 Freshmen enrolled in 1979. Of this group 85% were from the top third of their high school class. During the 1978-79 academic year 1160 students from the University of Notre Dame attended one or more classes at Saint Mary's College. In the fall of 1979, 523 students were enrolled for classes.

Faculty

The 1979-80 Saint Mary's College Institutional Research profile of faculty members lists 164 faculty members: full-time - 54 women, 58 men; part-time - 31 women, 21 men. This figure does not include the Rome campus, part-time teachers who are administrators, Speech and Drama faculty paid by the University of Notre Dame, nor lecturers. The figure represents an 8% increase over total faculty members for 1978-79. Of the total number of faculty members 92.9% hold doctoral or terminal degrees.

MAJOR SUBJECT AREAS

The major subject areas of the curriculum, number of majors in 1979-80 with 1975-76 in parentheses, plus the number of full and part-time faculty members are listed below:

Subject Areas	Majors	Faculty
Art	79 (100)	8
Biology	90 (115)	12
Business/Economics	455 (310)	16
Chemistry	58 (37)	11
Elementary Education	118 (185)	9
English	134 (167)	15
Government	100 (73)	6
History	48 (68)	7
Math	52 (47)	11
Modern Languages	41 (100)	15
Music	25 (30)	12
Nursing	204 (167)	16
Philosophy	12 (6)	4
Psychology	83 (97)	8
Religious Studies	10 (10)	6
Sociology/Anthropology/Social Work	88 (93)	10
Speech and Drama	74 (60)	11
Humanistic Studies	42 (75)	2
Engineering	9 (4 - 1978)	ND

The business/economics and nursing departments have shown the greatest increases since 1975. Other large

departments are elementary education and English. The library is heavily used by all of these departments as indicated in the STUDY OF LIBRARY FACILITIES AND RESOURCES conducted by the Office of Institutional Research of Saint Mary's College in 1976-77. The nursing department, in particular, makes heavy use of current journals and reserves.

SURVEYS OF STRENGTHS AND NEEDS

In 1976-77 and again in 1979 the Institutional Research Office at Saint Mary's College conducted surveys to secure data about the utilization of Saint Mary's College Library and an evaluation of its facilities and services by faculty and students. An additional written survey and interviews were also conducted by the Task Force on User-Services. These surveys were used to determine which library needs the users find most important.

Strengths

The major strengths listed by the faculty members on the User Surveys were:

1. The willingness, competency and dedication of the library staff,
2. The excellent collection for a college library (French and English, psychology, religious studies, nursing, humanities, art, classical literature, music biographies were cited),
3. Convenience and accessibility of the library location.

Needs

Both faculty and students agreed that more space is needed both for better arrangement of the stacks and for study and reading areas; that the library needs to be made more attractive with carpeting for quiet, comfortable chairs, better lighting and ventilation, and some space which would be homey and encourage reading. Many faculty members felt, however, that the weaknesses evident in the library are space-oriented and will be corrected in the new library.

Other needs expressed by both faculty and students were for more books and periodicals, better audio-visual collection, private study areas for faculty and group studies for students, as well as an improved reserve system. Some of these needs are summarized below:

1. Periodical Needs: Students are particularly critical of periodical holdings supporting their research in nursing and business/economics. They also find the organization of the periodicals confusing, the kardex difficult to interpret, and the selection of periodicals inadequate. Some faculty members also find the business and science periodicals inadequate.
2. Library Use Instruction: Needs here included more instruction on all levels, a better orientation for both students and library assistants, courses for students in research-related subjects, and the availability of library guides.

3. Maintenance: In general the library is perceived by both faculty and students as confusing, citing floor numbering and the arrangement of books in particular. Some suggested that signs indicating the location of books should be larger and placed in more conspicuous places.
4. Staff Needs: In general reference staff coverage is seen as satisfactory, except by some students during evening hours and at noon.
5. Library Hours: A few respondents expressed a desire for longer evening hours, open on Sunday mornings and on Saturday afternoons during home football games.
6. Audio-Visual Materials: Some students seemed to be unaware that the library has an audio-visual collection and suggest that there be greater publicity regarding the library's holdings, as well as an increase in the holdings, a view also expressed by the faculty.
7. Reserves: Some faculty members were critical of the reserve desk, calling for a less cumbersome procedure for placing materials on reserve. Students were generally pleased with the notebooks replacing "lists" and student assistants liked the rearrangement of the photocopy materials.
8. Other Needs: Some students criticized the fines at both the circulation and reserve desks while

at the same time recognizing their necessity. More consistent rules and a longer loan period were suggested for the reserve desk, while the files at the circulation desk were seen by the student assistants as confusing and many times out-of-order.

RECOMMENDATIONS

1. That an evaluation of the periodical collection be undertaken with the cooperation of each department of the College.
2. That the periodical collection in the reading room be reorganized and all shelves be properly labeled.
3. That a union list of periodical holdings in the library be developed and made available to faculty members and other libraries.
4. That a definite program for library instruction be developed for both student and student assistants.
5. That an evaluation of the current reserve system be initiated with a view to streamlining the procedures including fines and loan periods.
6. That if the new library building is not begun in 1980, a revision of the arrangment of materials be undertaken.

PERSONNEL

Saint Mary's College Library staff is comprised of professional librarians, support staff and student assistants.

During the academic year 1979-80 the total salaried library staff numbered eleven, excluding the half-time librarian emeritus in the Music Seminar Room and the 47 part-time student assistants. Six of the eleven staff members are librarians and five are support staff.

Three librarians hold graduate degrees in library science representing two different graduate library schools, Rosary College, River Forest, and McGill University, Montreal. Two librarians hold BSLS degrees, one from the University of Washington, Seattle, with 18 years of library experience, and the other from the College of Saint Catherine, Saint Paul, with 30 years of library experience. One librarian holds an undergraduate degree from Saint Mary's College with 15 hours of library science credits from Indiana University of South Bend, certification by the state of Indiana and 11 years of library experience. Their terms of service at Saint Mary's College range from five years to thirty years. One or more of the librarians are represented in the following professional organizations: American Library Association, Catholic Library Association, Indiana Library Association.

The librarians enjoy faculty status, including tuition benefits, health and life insurance, a retirement plan, plus other benefits as listed in the revised section of THE GOVERNANCE MANUAL on "Faculty Fringe Benefits and Bylaws of the Corporation of Saint Mary's College." Two librarians are tenured faculty members. Librarians are subject to Faculty Personnel Policies as contained in THE GOVERNANCE MANUAL of the College.

Recruitment of the professional staff is initiated by the library director. Final approval is given by the Vice President and Dean of Faculty and the President of the College.

Base salary is determined by the library director in consultation with the Vice President and Dean of Faculty. Salary increases including merit increases follow the pattern used for the College faculty.

The library's support staff is relatively stable. In the college-wide classification scheme four staff members have clerical status and one has secretarial status. The library is fortunate to have a very dedicated staff whose aim is to offer consistently good library service to the campus community. Terms of service for support staff range from one year to eighteen. Applications for support staff are screened by the College Personnel Office through interviews and tests. Basic qualifications for the position to be filled are determined by the job description. The head librarian in consultation with the librarian in charge of the department makes the final selection of a candidate.

One housekeeper is assigned to the library by the maintenance department. She often is required to work in the residence halls at least a month after school closes in May. Druing that time and during her vacation there is usually less than a minimum of housekeeping service performed in the library.

A security guard is also employed in the library during the academic year. This person works seven nights a week from 9 - 11 p.m. Besides his duties as a security guard, the graduate student currently in this position also assists at the reserve desk when needed and locks the library at closing time.

Nonfaculty personnel are employees of the College and are subject to the jurisdiction of the College Personnel Office. Personnel policies and procedures of the College are contained in the SAINT MARY'S COLLEGE EMPLOYEE POLICIES AND BENEFITS HANDBOOK.

The main library employed 47 student assistants during the academic year 1979-80. This represents 320 hours of work per week, five to ten hours per student. Students are selected by the Financial Aid Office and approved by the library director. 140 hours per week of student assistance are required during the summer vacation months. If the hours are not filled by Saint Mary's College students living in the South Bend area, then students from other colleges are employed. The library budget also includes 95 hours of work by student assistants during the academic year for the Music Seminar Room. Students sent by the Financial Aid Office are approved by the supervisor in the Music Seminar Room. Compensation for student staff in 1979-80 was $2.67 per hour. All students regardless of responsibility receive the same pay.

Strengths

The major strengths of the library staff include a devotion to Saint Mary's College; the relative stability of the staff; their consistent dedication to offer good library service; their willingness to adapt to changes, particularly those made necessary through the adoption of the OCLC Shared Cataloging and Interlibrary Loan Subsystems; and their good-natured acceptance of the crowded conditions in the present library.

Needs

With the OCLC Shared Cataloging and Interlibrary Loan Subsystem in operation and the possibility of a printer attachment to the terminal in 1980-81, new processing procedures will result. These changes will involve a reassignment of the professional and non-professional staff members in the technical services department, as some of the routine processing functions could be performed by clerical and student staff.

The necessity for additional reference assistance at times of peak need and the availability of librarians to assist in providing the necessary services have been expressed by students, particularly on evenings and weekends.

The new library facility will require the addition of other nonprofessional staff members to the library, as well as a possible realignment of existing positions. One position will be created with the enlargement of the

audio-visual department and the inclusion of the curriculum lab into the library. The addition of the College archives to the library will add another position to the staff. The rare book collection management and the relation of the Rare Book Room to the archives management will need to be clarified. The combining of the circulation and reserve desks into one unit will necessitate the reorganization of positions presently held. Additional maintenance assistance will be required due to the increased size of the new building.

RECOMMENDATIONS

1. That a review of the staffing and routine processing functions in the technical services department be undertaken with the view of re-assigning staff and functions.
2. That the availability of a reference librarian at peak hours be ascertained.
3. That job descriptions be prepared for additional staffing in the new library in the following areas:
    a. Audio-visual; curriculum lab
    b. Archives/Rare Book Room
4. That a job description be designed for a circulation/reserve supervisor for the new library.
5. That additional maintenance assistance be requested for the new library.

6. That the present library housekeeper not be assigned to other duties on the campus during the summer months and that her vacation period be adequately covered by substitutes.
7. That as an incentive to students working in the library, salaries be paid according to the type of work assigned.

COLLECTIONS

DESCRIPTION

Materials owned by a library are its COLLECTIONS; what the library does comprises its SERVICES. At Saint Mary's College Library the collections may be segregated into its book collection, its periodical collection, its audio-visual collection, and its rare book collection. Although the bulk of the library holdings, in whatever form, are housed in the main library, lack of space has necessitated adjunct shelving in three other areas of the campus--the Science Building for bound science-oriented periodicals, a storage area in Regina Hall, and a humidity and temperature controlled area in the same building for the rare book collection. It is the dream of the library staff once more to unite the holdings comfortably under one roof. At the same time other segments of the College community have cast longing eyes upon the space now used for library materials.

The collection is comprised of some 150,000 accessioned

volumes classified according to the Library of Congress system. The library adds some 4500 to 5000 volumes each year. Cataloging is accomplished with the aid of the OCLC data base, modifying classifications to fit the local situation.

Subscriptions are held for some 770 periodicals, supported by substantial backruns of most titles, as well as 24 serial indexes and two abstracting serials.

Although the rare book collection, numbering some 2750 volumes, is a source of pride for the Saint Mary's community, it has need of specialized attention. There is need once again to organize and coordinate the collection after the move from the main library. Some items still remain in boxes and there are books still to be added from the Dunbarton College collection. A person with a knowledge of incunabula is needed to check the bindings of the truly rare books with an eye to arresting the damage to bindings caused by past lack of humidity control. In addition, some close weeding should be done to assure that only truly rare volumes are included in the rare book collection. At the present time some valuable, but not rare, titles are housed there as well as titles which might better be shelved in the main library even though there might be concern about replacement should they be lost. The surveillance system now in use in the main library would reduce the possibility of loss of such items.

The library's audio-visual collection has not been

emphasized mainly due to a lack of housing space as well as no room or facilities to comfortably view or listen to materials. Until such time as a move to a new facility with planned space for recordings, films, and microforms is available, there can be little expansion in this area. It should be mentioned that within the last two years the library has acquired microform readers and a viewer in anticipation of future expansion as well as for use with the present microholdings. Unfortunately, these and the four record players must be used in cramped quarters meant for individual study space.

The rising cost of periodical subscriptions has made it necessary to virtually halt the acquisition of new serial titles in an attempt to maintain renewals of present subscriptions. If new subscriptions are not to be acquired in the future, a concern emerges over the contemporaneity of the collection. New academic journals are being founded in accordance with shifting emphasis in a given field. Established journals often become outdated. The present moment is one of considerable turmoil in intellectual and cultural life in general and much reorientation is to be expected. Thus, while freezing the periodical collection appears to be unavoidable, the discipline holdings should be reviewed frequently by departments to determine whether substitutions should be made. To facilitate this review each department might select a library representative whose responsibility it would be to (a) monitor periodical holdings in his area, and (b) submit a bibliography of new

titles and substitutions at the end of a semester. These selections would be made in consultation with other members of the department. It has also been suggested that greater structure be introduced into the process of periodical ordering.

EVALUATION OF COLLECTION

The 1977 survey compiled by Sister Jeanette Lester provides evidence indicating that adequacy of the collection was perceived by students to be a problem greater than, or at least equal to, the problem of lack of space and comfortable surroundings in the library building. In contrast, the 1979 similar report indicates that adequacy of the collection is far less significant a problem to students than adequacy of space and comfort. There might be a temptation to view the latter study as more valid because it is more recent. However, it is also possible that discussion of a new library building has elevated problems of space and comfort in student consciousness. It should be remembered that this is a student perception of collection adequacy, not actual adequacy.

Although there is considerable sentiment among the faculty that the library collection is adequate or better, there are some who feel it is less than adequate for their teaching requirements.

BOOK ORDERING PROCESS

Books are ordered for the library in one of two ways.

Requests from faculty members are honored almost without exception and the library staff is vigilant to acquire titles which cross disciplinary lines or are deemed necessary to fill gaps in the collection. It might be well if more structure also were introduced into the book ordering process either through more departmental control of suggestions for purchase or through systematic title referrals from the library to the departments.

It has been noted that the development of new programs, in particular, the nursing and business/economics programs, has posed a difficulty for acquisitions. It is further noted that the needs in the field of business have yet to be filled. Caution is recommended in filling needs in this area. Holdings in business/economics should be those of a small liberal arts college with an active business program, not those of a vocational school. If this distinction is not already being insisted upon, it is recommended that it should be. Furthermore, caution is suggested in responding to trends in the curriculum, especially when those trends fluctuate in accordance with the relative marketability of a skill. Increasingly, MBA's are finding themselves driving cabs in New York, just like the philosophers.

RECOMMENDATIONS

1. That the periodical holdings be reviewed frequently with each department to assure the contemporaneity of the collection,
2. That greater structure be introduced into the process of library ordering.

PUBLIC SERVICES

Material for the analysis of the public services aspect of the User-Services Task Force has been drawn from the surveys conducted by Sister Jeanette Lester, Saint Mary's institutional researcher, in December 1976, February 1977, and February 1979, supplemented by interviews with current students and answers to a questionnaire distributed to library student aides. The sheet of queries for both the interviews and the aide survey is contained in Appendix E. A copy of "Standard 5: Delivery of Service" from STANDARDS FOR COLLEGE LIBRARIES, published in 1975 by the Association of College and Research Libraries is given in Appendix D. Saint Mary's Library endeavors to comply with the standards which " . . . describe a realistic set of conditions which if fulfilled will provide an adequate library program in a college." ("Standards for College Libraries," College and Research Libraries News, 36:277, 1975)

DESCRIPTION OF SERVICES

Reference Assistance

A reference desk is situated to the right of the circulation desk on the second level of the library, marked by a wooden sign reading "Disturb." A librarian is on duty at the desk from 9 a.m. - 12, 1 - 5 p.m., 6 - 9 p.m., Monday - Saturday, and from 1 - 5 p.m. and 6 - 9 p.m. on Sunday. Although all librarians answer reference

questions when needed, the librarian assigned to the reference desk handles most calls for information location and interpretation either in person or by telephone.

The majority of faculty and students surveyed found the calibre of reference assistance to be excellent and given readily and cheerfully by knowledgeable librarians.

Interlibrary Loan

Interlibrary loan of materials not owned by Saint Mary's Library is widely used by some faculty and students although the majority of those surveyed said they were unaware of its existence. One librarian and one student aide are involved, the librarian in addition to other duties, the aide for five hours per week. Requests by Saint Mary's students and faculty numbered 593 during 1979-80, mostly from the nursing and business departments.

Periodicals

Current periodical subscriptions held by Saint Mary's Library number 770, most of which have supporting back runs. A number of new subscriptions were added during the previous three years, especially in the areas of business (21) and nursing (43). A moratorium on new subscriptions has been declared because lack of funds allows the library to do little more than support those presently held. Research has shown that Saint Mary's is not alone in employing this tactic to fight current inflation.

Bound holdings of most titles are shelved on the top

floor in alphabetical order while oversize volumes are housed in the classroom at the same level. Many early runs of titles are stored across campus while science periodicals are to be found in the Science Building. A record of all holdings is cumulated in three hanging kardexes in the periodical room west of the main floor circulation desk. No record of periodical holdings is to be found in the card catalog. The periodical indexes are housed in the same library wing.

Considered as reference material, periodicals in any form circulate only overnight except to faculty who have extended permission. An adjunct to this division, the bindery holds title issues waiting to leave the library to be bound. One full-time support staff member manages this area, charged with the collection, collation, and record keeping of serial materials until they are shelved. The periodical librarian handles subscriptions, attempts to keep records current, and conducts the considerable trouble-shooting of the division. These two staff members are assisted by four student aides.

Student reaction on the surveys to this service area was mixed. Though they thought the present organizational system was working and the assistance was adequate, the consensus was that the holdings were insufficient, especially in the areas of business and nursing. The hanging kardex was rated as generally helpful, though somewhat confusing.

Suggestions were made for improved instruction to both student aides and other clientele, and for a less liberal faculty loan. Similarly, the faculty cited the inadequacy of holdings, especially in the two areas named by the students, although there is a continuing concerted effort to alleviate this deficiency.

Reserve Desk

This desk, located on the ground level, collects volumes and photoduplications of class reading assignments as dictated by faculty and supervises the limited loaning of the material. One staff clerk supervises the collection and dispersal of reserves assisted by the hourly rotating student aides. The loan periods vary from one hour to overnight (10 p.m. - 8 a.m.), or to two or three days, with overdue fines of one dollar for the first hour and fifty cents for each subsequent hour. Finder aids have recently been changed from posted lists to lists gathered in loose-leaf binders. Student aides rated the binder system more acceptable than posted lists, while student users seemed satisfied with either method. There was unanimity of student opinion that the overnight loan return should be extended to 9 a.m. The fines were generally rated excessive although some conceded the charge may be necessary for effective control. Faculty indicated some problem in this area, citing poor control of materials at both the reserve and circulation desks.

Circulation Desk

Located on the main level, the circulation desk controls outgoing and incoming materials including fines, collections and overdue material recall, and is supervised by a staff clerk assisted by student aides who rotate hourly. While reference volumes, including periodicals, circulate overnight (10 p.m. - 8 a.m.), and carry a twenty-five cents a day overdue fine, less emphasis is placed on a strict return policy than at the reserve desk. Stack materials circulate for three weeks. A number of students surveyed would like to see the general loan period shortened from three to two weeks to allow more students access to research volumes. Some felt the fine and overdue system should be revised with earlier overdue notification, and a few would like to see the general fine lowered from the ten cents a day it now is.

Photocopying Machine

An IBM copier, which charges five cents per page is located near the reserve desk. No suggestions were forthcoming except that a second machine would be well received. Maintenance of the copier and necessary record keeping is done by the reserve desk clerk.

Surveillance System

The library is equipped with a 3M electronic beam surveillance system employing a gate at the only unlocked

exit. This detects the passage of sensitized material unless the book or magazine has been desensitized by one of the two machines located at the reserve and circulation desks. Few of the survey or interview respondents objected to the system, most feeling it is efficient and better than the Notre Dame system which requires examination of all personal effects for unreleased materials. One student aide suggested reserve photocopies should be tagged.

Orientation

At present, library use instruction is in the process of gradual implementation. Last August a librarian delivered mini-lectures to incoming students while new faculty received explanatory folders in addition to personally conducted tours. This last procedure has been implemented to correct the need revealed by the faculty survey of 1976-77. Throughout the school year, the same librarian gives course-related lectures upon faculty invitation. Interviewed students were less than impressed by present orientation while most of the aides felt instruction is sufficient. Other surveys indicated most students, especially lower classmen, felt a need for more library-use orientation. Suggestions for improvement ranged from tours at times other than the beginning of the school year, and explanatory leaflets made available, to more course-related lectures. Aides would like to see tours conducted for student assistants.

Directional Signs and Floor Numbering

At present, directional signs explaining classification locations are placed throughout the library; floor plans indicate one's present location; and stack groups are labeled as to contents. Mention was made by several respondents of the less than logical materials arrangement, citing a need for more and larger signs in a library which seems disorganized to them. Attention was called to the confusing practice of shelving the latter part of the PR and beginning of the PS classified volumes in the Aquinas Alcove.

Audio-Visual Accessibility

The library's relatively sparse audio-visual materials are housed in a small locked room on the top level abutted by an even smaller listening room equipped with a record player. Materials do not circulate without supervisory approval which is seldom withheld. The greatest number of students did not object to the locked room but would like to see more such materials provided. The suggestion was made that greater publicity and user awareness of audio-visual material would be a boost for library public relations. The faculty supported this, calling for increased holdings, use, and facilities for use.

Staff Availability and Attitudes

Although the majority of interviewees rated the staff helpful and cheerful, some made mention of hostile, pessimistic attitudes. Most felt that the staff were available

when needed, with the possible exception of the lunch and dinner hours. One aide suggested that on some evenings there was more reference work than could be handled efficiently by a single librarian; another, that some librarians did not keep themselves sufficiently visible. Extended hours were a frequent suggestion -- until 11:45 p.m. on week nights, open hours on Notre Dame football afternoons, plus Sunday morning availability.

OTHER

Library Image in the College Community

The largest number of comments indicated the library image at Saint Mary's leaves much to be desired. While some used words and phrases such as "respected", "excellent", "central part of the College", most agreed with the rating of "the most underused facility on the campus". A student suggested a concerted public relations campaign should be conducted.

Suggestions for Improvement in the Present Library

The following suggestions were indicated as desirable on the surveys used in gathering information for this report:

1. That more materials be purchased in all areas -- books, periodicals, audio-visual;
2. That there be a better overall periodical organization; that science periodicals be moved to the main library;

3. That there be a rearrangement of stack volumes into a more logical classification order;
4. That the student aides receive better training;
5. That the library improve its public relations;
6. That the library staff supervise shelf and shelf reading tasks more closely.

Suggested Services for the New Library

The following suggestions for services in the new library were cited on the surveys:

1. 24-hour study lounge,
2. Additional copy machines,
3. Elevators,
4. More clocks,
5. More study carrels,
6. Lounge areas for men and women,
7. Group study rooms,
8. Tunnel to LeMans Hall,
9. More phones,
10. Vending machines,
11. Chalk boards.

RECOMMENDATIONS

1. That increased effort be made to acquaint clientele with library use through various methods (Consideration might be given to tape recordings for self-conducted tours);

2. That increased effort be made to acquaint student clerks with all phases of the library operation;
3. That a concentrated effort be made to bring the periodical situation to a manageable status;
4. That a concerted public relations campaign be instituted to improve the image of the library in the College community;
5. That there be a clarification of the floor numbering system and amplification of the number and size of directional signs throughout the present building;
6. That there be a re-evaluation of reserve book fines and the hour of return for reserve materials;
7. That consideration be given to the provision of trained assistance during all hours of library operations;
8. That consideration be given to opening the audio-visual collection for general circulation.

FACILITIES AND EQUIPMENT

Material for this report on facilities and equipment needs is taken from the library surveys conducted by the Office of Institutional Research at Saint Mary's College in 1977 and 1979. Pertinent user responses have been summarized.

REASONS FOR USE/NONUSE OF LIBRARY

In the library survey of February 1979, reasons for using or not using the library were gathered. Several reasons for not using the library related to facilities. Four-fifths of the respondents cited the fact that the library was uncomfortable. One-fourth said there was no room.

Reasons were also given for preferring the University of Notre Dame Library over the Saint Mary's Library. Sixty percent responded that the Notre Dame Library was more comfortable. The greater percentage of this response was from lower classmen. Fifty percent said that they used the Notre Dame Library because they needed a change from the Saint Mary's College campus, indicating that a substantial number of users of the Notre Dame Library would continue to use it to some extent even if the Saint Mary's Library were more comfortable. Also mentioned as a main purpose for using the Notre Dame Library was to meet friends. (This might indicate a need for a casual meeting place at Saint Mary's Library).

If the students were not satisfied with the present Saint Mary's College Library, they were asked to indicated four changes needed in order of priority. The changes that received the highest percent of citations as first or second in priority were:

	1st or 2nd	Top 4
Carpeting, comfortable chairs, better arrangement of tables	58%	76%
Enlarge collection of books, periodicals	34%	49%
Increased study space	32%	61%
Better lighting and ventilation	25%	44%

The lower classmen gave highest priority to "carpet, comfort, etc.," whereas the upper classmen gave the highest priority to "enlarging the collection."

An examination of the changes which were distinguished by the highest percent of priority 1, 2, 3, or 4, shows that students named the same items among the top four, but with a shift in rank for "increased study space" from third to second priority. Over three-quarters of the respondents ranked the "carpet/comfort" consideration among the top four, and three-fifths ranked "increased study space" among the top four. Half ranked "enlarged collection," and over two-fifths ranked "better lighting and ventilation" among the top four priority needs. Over two-fifths also indicated the need for a "social area" among the top four priorities. Some of the students commented that "all of them would be nice," or "all of them are needed".

According to almost four-fifths of the students questioned, use of the Saint Mary's College Library would increase if the suggested changes were made. A few commented, however,

that "as long as the guys are at Notre Dame, the girls will continue to study there." The use/nonuse of the library is then related to the way the user views the present accommodations of the library facility. There were, as the survey shows, certain changes the users saw as priorities, most of which have to do with the physical comfort of the patron. The library's facility and equipment needs were pointed out in the 1977 survey.

USER RATINGS OF PRESENT LIBRARY

Faculty

The faculty rated the following aspects of the library with the highest percentage of "fair" or "poor" on the 1977 survey:

1. Adequacy of faculty study areas (56%);
2. Adequacy of audio-visual collection (76%);
3. Adequacy of areas encouraging general reading (73%);
4. Adequacy of study areas for students (70%);
5. Stacks arranged for ease in finding materials (49%).

The faculty also made the following open-ended comments:

1. More space is needed both for better arrangement of stacks and for study and reading areas (63%);
2. The library needs to be made more attractive with carpeting for sound control, comfortable chairs, better lighting and ventilation, and some space which would be homey and encourage reading (24%);

3. More books, better audio-visual collection with catalog and a user area, and some private study areas for faculty should be provided (13%).

Students

The students responded in a user survey and in a telephone survey. They were asked to indicate how much they agreed with certain statements about the library. The highest percents of disagreement were expressed in the following areas:

1. Reading rooms are well-lighted and comfortable (51% of user survey and 57% of telephone survey disagreed);
2. Reading areas encourage personal interest reading (49% of user survey and 48% of telephone survey disagreed);
3. It is easy to find things in the library (46% of user survey disagreed, but 48% agreed with this statement).

Students were also asked to contribute comments about the library facilities or services. Of those commenting, 64 percent directed their remarks to the comfort and atmosphere of the library:

1. Atmosphere is not conducive to study (11%);
2. There is a need for more casual, comfortable study rooms (8%);
3. There is a need for comfortable seating arrangements, e.g., round tables, padded chairs (66%);

4. The library is noisy; carpeting is needed to reduce noise (19%);
5. There is a need for curtains to block out the sun (2%);
6. The rooms are too hot (19%);
7. The lighting procedures glare which irritates the eyes (21%);
8. There is too much talking (3%).

Twenty-seven percent directed their remarks to library resources:

1. Too many books and periodicals are stolen (5%);
2. Periodicals and books are missing or a too limited selection is provided; thus, doing research for papers is frustrating (34%);
3. There is a need for more recent books, periodicals, and best sellers (23%).

Twenty-five percent directed their remarks to kinds of facilities:

1. There is a need for individual study carrels (13%);
2. There is a need for group study rooms (2%);
3. There is a need for a smoking area and a lounge for study breaks (11%);
4. There is not enough study room during exam time and on Sunday afternoons (31%).

Sixteen percent commented about the organization:

1. Organization and layout are confusing. It is difficult to locate books (35%);
2. Biology materials should be in one place (1%);

3. Nursing material should be in one place (1%).

The survey pointed up the need for more space so that materials are readily accessible for browsing, studying and conducting research. Space is needed for more convenient stack arrangements. Additional study areas for faculty and students was mentioned. Suggestions were offered regarding private study carrels, group study rooms and a casual lounge for study breaks and meetings. Another need was for space to house audio-visuals and micrographics.

Clearly, none of the above comments can be accomplished in the present library facility. Every effort has been made to utilize the available space, and the surveys show that the library does not and cannot meet those needs. Suggestions that might be feasible and implemented in the present facility have to do more with the comfort of the user and in making the library a more pleasant environment.

RECOMMENDATIONS:

1. That following improvements be made in the present facility:
   a. Improve lighting and acoustics,
   b. Improve heating and ventilation,
   c. Purchase carpeting, comfortable chairs, smaller tables,
   d. Rearrange seating patterns,
   e. Develop a more understandable floor numbering system,

f. Develop a more visible directional system to aid the user in the use of the facility.

2. Purchase various kinds of audio-visual equipment,

3. Provide additional space for the use of audio-visual materials and equipment.

TECHNICAL SERVICES

DESCRIPTION

Faculty and staff, including library staff members submit suggestions for new book purchases. These requests are searched through in-house records and the card catalog to make sure that the library does not already own them. After complete bibliographic data is found, multiple order slips are typed. The books are then ordered from among several library book suppliers.

When the books are received and have been verified, they are accessioned. This accession record is a loose-leaf list with each entry numbered consecutively in order of receipt of the books. It indicates author, title, publisher, date of publication, source and price. The accession number, source, price and date are written in each book on the page after the title page.

The books are then ready for preliminary cataloging, using a scratch card for each title. After checking the library's shelf list, catalog and subject headings, the cataloger may add more information to or modify the OCLC entry presented on the terminal screen. Once the catalog record is completely entered into the OCLC system, catalog

cards are then ordered.

The catalog-typist types a book card and pocket for each volume, and the book is tagged to make it sensitive to the book detection system. After pasting, labeling, and covering, the books are ready for the new-book shelf. Notification is then sent to the requesting faculty member that the book is ready for circulation. Reference books are placed temporarily in the librarian's office for each librarian to review.

At the beginning of each month, a list of books and materials cataloged during the preceding month is duplicated from records supplied by OCLC and distributed to the faculty and administration. Copies of the list are also placed in the convent archives to update the microfilmed copy of the shelf list produced some years ago.

New catalog cards are filed daily, and new shelf list cards are filed at the end of each month.

IMPLICATIONS OF AACR 2

On January 1, 1981, the Anglo-American Catalog Rules 2 will go into effect. The librarians must make a decision about what to do with the card catalog after that date, since, in some cases, new entries will differ so greatly from the old form that interfiling will be difficult. These are the alternatives:

1. To continue the card catalog, making necessary changes on the old cards according to the new rules;

2. To close the old catalog and begin a new one for all cards dating from January 1, 1981;
3. To go to a COM (computer-output-microform) catalog for all books cataloged after January 1, 1981;
4. To go to an on-line catalog for all books cataloged after the cutoff date. This alternative would likely require going with one of the three preceding forms until such time as an on-line catalog is available and feasible.

ACCESSIONING

Thought should be given to the accessioning process and whether or not it can safely be discontinued. In use since the beginning of Saint Mary's Library, the accession list gives a permanent record of source, cost, and date of acquisition: data which seems of value. Many libraries, however, have discontinued the time-consuming process with no apparent difficulties. Discontinuing this process would save time for a presently hard-pressed clerk-typist.

FACULTY PURCHASE SUGGESTIONS

The present practice of accepting faculty suggestions in any form may not allow pre-order checking to be done in the most efficient manner. On the other hand, requiring faculty to submit suggestions for purchase on prescribed forms might well result in fewer requests. Perhaps the circulation and use of selection aids such as "Choice" cards would not only cut down on the glut of paper received by the acquisitions department but might also serve as a more

organized selection process. Procedures are needed to assure that the library's collection reflects the curriculum.

OCLC TERMINAL SCHEDULING

The OCLC terminal is now being used by two departments of the library -- cataloging, interlibrary loan, and also by the Music Seminar Room cataloger. Scheduling time at the terminal for the three divisions would facilitate the smooth running of library operations as a whole.

REORGANIZATION OF DEPARTMENT

Consideration should be given to having one head of technical services. The present system of having acquisitions separate from technical services has worked well at Saint Mary's, but most libraries do have one head over the entire processing procedure.

During slack periods in receiving new books, the two-person cataloging staff sometimes finds it difficult to keep busy. Then, but only then, it would seem good to have some change in duty allocation. Perhaps alternate duties should be assigned to the assistant cataloger to assure the most efficient use of her time during slow periods.

RECOMMENDATIONS

1. That ways be found to encourage departments to survey and establish the collections in their areas on a regular basis;

2. That staffing be reviewed in the cataloging department to determine whether it is adequate or overstaffed;
3. That the practice of distributing the monthly booklist be reviewed;
4. That consideration be given for one supervisor over acquisitions and cataloging;
5. That the necessity for continuing the accessioning process be reviewed;
6. That a review of the acquisitions process be made to determine whether there is a more efficient method.

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MANAGEMENT TASK FORCE REPORT

INTRODUCTION

The Task Force on Management was charged to examine six specific areas of library management and operations:

1. A review of library leadership and supervision, including a review of the library director and staff's external and internal responsibilities and relationships;
2. An examination of communication within the library;
3. An analysis of the library's decision-making process;
4. A review of library operating policies;
5. A review of budgeting and control;
6. Planning for the future, i.e., the arrangement of the collection, the moving process.

To answer this charge the task force conducted surveys and interviews, gathered material from books and journals, and seriously discussed the opinions and findings which are presented in this report. Each of the following five reports addresses all six elements of the charge. However, certain reports will focus on particular aspects of the charge. These specific emphases result from the distinctive nature and methodology of the individual survey instruments used by the task force. Two distinctive characteristics of the evidence presented are the sincerity of the participants

of the self-study and the very personal and individually based nature of the library's operations.

The task force members discovered a complexity of opinion which is to be expected when fourteen persons are encouraged to express their honest viewpoints. Therefore, the members were careful to read and to understand the entire report not as a series of unrelated elements but as a whole comprised of mutually complementary viewpoints. They considered it important not to concentrate on specific comments and findings, but instead to extract general themes from the particular ideas.

The needs and strengths of the library's management operations as determined by the analysis of the evidence gathered for that section of the report are indicated in each section. Further detailed study could be conducted in the areas of cost analysis, planning directives, and the decision-making process which is very much a part of the need for organizational clarification. Workshops on problem-solving and prevention, personal interaction and time-management are possible means to better library management and could also be considered for future programming.

MANAGEMENT QUESTIONNAIRE

DESCRIPTION

The management questionnaire was sent to each member of the library staff, to the librarian of the Music Seminar

Room and to the volunteer and security personnel. Student employees were sent a different questionnaire. Of the fourteen questionnaires distributed, twelve were returned. The reply sheets were submitted anonymously.

The questionnaires consisted of twenty-nine statements polling opinion about five areas of managerial concern: communications (five, Table 1), leadership (five, Table 2), staff development (six, Table 3), supervision (seven, Table 4), and organization (six, Table 5). Respondents were asked to indicate their opinion about each statement on a scale of 1-5 with 1 = Never, 2 = Occasionally, 3 = Generally, 4 = Most of the time, and 5 = Always. (See Appendix F).

In this report the term mean is used for the sum of any series of numerical items divided by the number of items in the series. The term median is used for that average which is the point on a distribution scale below and above which half of the cases fall, i.e., the midpoint of a frequency distribution.

Communications (Table 1)

In the area of communications staff members indicated on the questionnaire that they were generally well-informed about library activities, were generally encouraged to speak out and discuss job problems and generally worked in conditions free of unnecessary stress. They felt that most of the time they received the information they needed to do their job. On the whole the staff indicated that

communication was generally effective, and of the five blocks of questions the communication one occupies the median position with an average mean of 3.6.

Leadership (Table 2)

The response to the statements regarding leadership produced the highest overall scores. The staff indicated that supervisors show trust and confidence in their employees, set high standards, look for ways of improving performance and most of the time provide adequate time to perform duties. Staff are involved in important job-related decisions more than most of the time. Leadership is the most positively viewed aspect of library management with an overall mean and median of 4.

Staff Development (Table 3)

The five means/medians of the statements about staff development lie in the middle and lower half of the scale. Staff felt that they were generally given opportunity to expand their abilities and develop themselves (question 11). However, two of the twelve respondents did not answer this statement and the median was 2.5 indicating occasional opportunities, i.e., lower than the 3.3 mean.

The nine respondents to statement 12 indicated that they would only occasionally be given more challenging work if they expanded their abilities. The median 2 echoed the mean 2.3.

Statement 13 was included to determine a tone of opinion reflective of statement 12, but was not averaged into the

overall scores. It is interesting to note the lower mean and median score of this essentially facetious question.

The ten respondents to statement 14 produced the lowest mean (2) and median (1.5) of all twenty-nine statements. There exists little opportunity for promotion within the library operations.

Eleven respondents answered statement 15. They indicated that personal development efforts were more than generally recognized.

All twelve respondents felt that their work provided continuing interest and job satisfaction more than generally and the median indicated that it was so most of the time (statement 16).

The overall mean for the block of statements about staff development is 3 or "generally", but the median is 2.5 , "occasionally". These are the lowest overall means and medians of the five blocks. This fact coupled with the low medians of the specific questions about staff development and the number of respondents who did not answer indicates that staff development is the weakest element of managerial operations in the library.

Supervision (Table 4)

The block of statements about supervision (Table 4) received the second highest overall scores, superseded only by leadership. All statements received means in the high "3's" and four of the statements have a median of 4

with the other three statements receiving 3.5, 3.5, and 3. Four of the statements were not answered by one respondent. However, this is most likely not a serious consideration affecting the overall impression of satisfaction with supervisory concerns.

Organization (Table 5)

The block of statements regarding organization (Table 5) has an overall mean and medium of 3.5. Staff are comfortable with organization matters. They feel more positively that they are given authority to do their job properly (statement 28: mean, 3.8; median, 4); and that they are provided with adequate assistants to do their duties (statement 29: mean, 3.8; median, 4). There is less certainty regarding clearly defined roles and responsibilities (statement 25), and the existence of clear-cut channels of instruction (statement 26). Both of these areas received a mean and median of 3. One respondent did not answer statements 24, 25, and 26.

CONCLUSIONS

Of the five blocks of statements leadership is the strongest, ranked with a mean and median of 4. It is followed by supervision (3.7; 4). Communication concerns occupies the middle position (3.6; 3.5). Organization is second from the last, but with a solid mean and median of 3.5. The least satisfactory concern is staff development with a middle scale mean of 3 and a lower scale median of 2.5. The overall average

of all five tables is 3.5, well in the upper half of the scale, or more than general occurrence, and an overall median of 3.5 also.

From the response to the questionnaire it can be concluded that managerial issues are generally considered and implemented with a normal acceptance by the staff. Because of some low medians, the few comments to the questionnaire, and the questionnaire's own design-limitations with respect to qualitative implications, there are indications of needs (1) regarding organization and (2) regarding staff development.

These factors and comments will be elucidated and expanded in the personal interview report. However, it must be kept in mind that, as far as the questionnaire indicates, the library's managerial concerns are being conducted satisfactorily.

STAFF QUESTIONNAIRE

DESCRIPTION

Each of the fourteen staff members of the library was requested to fill out a questionnaire which was included in the survey distributed to them. The questionnaire asked for a job description from each staff member written in her own words and six other questions regarding the needs and strengths of her own particular area of work and also of the overall library operation. The staffer was also asked for suggestions about increased efficiency in her specific area and in the library generally. The last statement of the questionnaire was a request by the task

force members for a personal interview to clarify points which were made in the written answers. The personal interview was an important element of the task force's investigations and a complement to this questionnaire. The findings of the personal interview are given later in this report.

FINDINGS

The job descriptions generally indicated a definite conception of responsibilities and a perception of specific duties for each respondent. There was no apparent overlapping of responsibilities and duties. Although in most of the answers there was no definite reference to supervisory or managerial chains of authority, this could have been considered to be an obvious fact by the respondent and implicitly acknowledged.

The response to the question about needs in specific areas elicited many suggestions. A nearly universal appeal was made for more space to provide for more efficient operations and a sense of well-being. The need for privacy was expressed. It was pointed out that the physical arrangement of offices is not conducive to efficient operations.

Another much-expressed need was for time: first, to accomplish one's duties effectively and completely; secondly, to pursue professional and departmental projects. The librarian of the Music Seminar Room specifically requested more cataloging time. A combination of time and space needs resulted in the request for assigned times at the computer terminal for the persons involved in differing types of computer searches.

A need was stated for an increased book budget to keep up with the increased efficiency of the computerized cataloging service. Automation of circulation and acquisition operations was also suggested as a need. A booklift was requested for the circulation department.

In the area of personnel management needs the desire for privacy and a delineation of roles, responsibilities, authority, and policy were expressed. Consideration of mutual respect for the operational policies of individual departments was cited. Difficulties arising from full and part-time working calendars were also mentioned, as well as some need for a problem-solving mechanism.

Specific needs were also suggested regarding newspaper and microform policies, serial management, duplicated book orders, and coordination of reference and instruction services, as well as an examination of reference organization and policies, development and support. A need to accelerate inventory and weeding programs was also expressed.

The third question asked for the overall needs of the library operation. Responses to this question repeated those of question two with space and budgetary considerations being re-emphasized. It is apparent that no single department considers its own needs to be unique to itself, but that the needs of each are shared by all the operations within the library. Two major areas of operations management were recognized as general needs: continued and improved communication (principally within the library, but also

externally to the College and the library community) and clear definition of roles and responsibilities, priorities and goals. The latter concern was explained in particular as a need for realignment of operations and abilities, a better division of chores, and a revision of operations where necessitated by automation and the College goals.

It is generally agreed that a clarification and update of formal and informal library policies is needed. Priorities and consistencies seem clearly to be the key-words in the matter.

A need was expressed for active, detailed planning for the new library's management in particular and for library development in general. Considerations should be given to the moving of the collection, its organization and arrangement in the proposed library, operations management and other matters such as seeking alternative funding sources, e.g., grants.

The response to questions four and five about the strengths of particular areas and of the library in general indicated without doubt that the most positive strength rested in the talents and virtues of the staff. The staff's cooperation and compatibility under increasingly adverse working conditions were noted by many. Their courteous dedication to the library and its patrons and the ideal of prompt, complete service was noted. The staff's competency and willingness to help have resulted in cordial relations with faculty and students. Another virtue noted was the staff's unselfish willingness to surrender personal

considerations in favor of the good of the library and the College. Some remarked that the very act of conducting this self-study was more than enough evidence of the staff's open-minded attitudes and their optimistic hopes for ever better service.

Other strengths mentioned were the capable student assistants, the sound quality of the collections, the good location of the circulation services and the well-planned desk procedures, the fairly smooth processing of requests and the speed with which items are catalogued and processed, and the understanding, active support of the administration regarding new facilities and the budgetary requirements.

The final questions requested suggestions for increasing efficiency in the library. Again, suggestions were heavily influenced by the pressing needs of space to perform duties well and time in which to do so, with the corollary need of help and support both with trained personnel and psychological affirmation.

More practical suggestions for increased efficiency listed needs for modern equipment such as electric typewriters, printer attachment for the OCLC terminal and adoption of the OCLC acquisition service when available. Shifting of help to periodical services and logical numbering of floors in the present library were also recommended. It was also proposed to date the card when an item goes on reserve.

Suggestions regarding personnel management included more complete instruction of student staffers; longer

than five hours per week per student workers; a review and clarification of policies; the publication of policy to all staff members; the promotion of a climate of respect and support; a continuing forum for trouble-shooting and problem-solving; and the provision of time for continuing professional education and development for all staffers.

CONCLUSIONS

The main impression received from the questionnaire is the honest and careful thought that preceded the writing of the responses. Each staffer unselfishly examined her own duties and relationships within the library and offered sincere opinions and suggestions. The strengths of the library rest obviously on the persons of the staff and the results of their dedicated labors. Just as obviously, the needs of the library are found in the personnel and personal requirements of those same staff members. The overwhelming exigencies of space are exerting a continuous and ever more powerful pressure against the operational and psychological well-being of the library. Admittedly, solutions to the space needs are promised with the proposed new library. However, the actuality of that new building is still months, if not years in the future; and the effects of space limitations are steadily eroding the spirits of the staff. It is a serious need for which there seems to be no immediate solution. Without doubt, the adverse effects of this continual restriction are potentially quite harmful to the staff, library and the College in general. The fact that the library continues to

function as well as it does is high praise for the staff, including the director. But the lack of adequate space is definitely a major root of the library's needs.

There are, therefore, three major areas of need:

1. Physical plant: deterioration of the building and working conditions. In this situation three extremes are manifest:
   a. Working conditions are too condensed and crowded, e.g., cataloging and technical services;
   b. Working conditions are too scattered, e.g., periodical services;
   c. Working conditions are almost nonexistent, e.g., circulation, acquisitions, reference.
2. Personnel management much affected by conditions of physical plant:
   a. Concern for well-being of staffer in stress-increased conditions;
   b. Communication improvements: much related to organizational and policy structure;
   c. Channel for continual problem-solving and trouble-shooting.
3. Operations Management:
   a. Re-evaluation of operations and possible reorganization;
   b. Effective time-management program;
   c. Definite and clear organizational and departmental policies and procedures. This point is closely

linked with the needs in personnel management, and, of course, all needs are affected by the specter of limited space;

d. Detailed planning and moving into the new library with consideration to the arrangement of the collection and the relationship of operations within it.

All these questionnaires were signed by the respondents, and although the responses are detailed and forthright, they display a generality of approach and opinion. The results of the follow-up personal interviews during which anonymity was promised, exhibited a marked degree of specificity and a wide range of personal opinion. The staff questionnaire and personal interviews taken together provided a more balanced and accurate description of the library staff attitudes and perceptions than each section taken individually.

STAFF PERSONAL INTERVIEW

DESCRIPTION

Staff members were asked to make plans to be interviewed by any one member or any combination of members of the task force. This personal interview was a follow-up to the job description questionnaire and as such responded to the written responses to that survey instrument. Reports of the interviews were presented in two ways because of the various interviewers of the task force. The respondents were given the option to be identified or to remain anonymous. The task force

later determined that persons who were promised anonymity by their interviewer were more critical than those who were not.

A thorough reading of the comments revealed some apparently contradictory statements, and the task force soon clearly realized that ten different individuals were expressing their personal opinions and feelings. The task force, therefore, attempted to read the various interview reports as a whole approach to management questions, keeping in mind the subjective nature of the comments. After examination of the responses, certain underlying themes, strengths and needs became obvious. These will be presented in this report.

The task force drew up a list of questions to be asked of each respondent. A copy of the list is included in this report. Only the interviewer had access to this list and the questions could be presented in whatever order the interviewer thought best. Prior to the interview the respondent had no knowledge of the questions or of the order of questioning. As a result, a comment might be made to a question which would be a more appropriate response to a later question. Since the comment had already been made, when the more appropriate question was asked later, the respondent might then either elaborate on the previous answer or ignore the question as having been answered. The advantage of this process was that certain concerns emerged as important overall themes and needs.

SUMMARY OF COMMENTS

Comments made during the personal interviews regarding the survey methodology are summarized below:

1. Did you feel free to answer honestly the anonymous questionnaire?

   3 - Did not answer job description but felt free about the rest of the questionnaire.

   2 - Qualified yes

   3 - Yes

   4 - No

2. What were the positive points about the questionnaire and job description form?

   The general response approved of the opportunity to think about library operations and management and to talk about these matters.

3. What were the negative or confusing points about them?

   Respondents did not know whether to answer from a personal point of view or from a generalized viewpoint. There was some personal uncertainty and insecurity associated with the probing nature of the survey instruments.

4. Did you feel free to speak your mind during this interview?

   6 - Yes

   4 - Qualified yes

   One comment: "Could we have continuing discussion?"

STRENGTHS OF THE LIBRARY

The principal strengths of the library are identified as:

1. The director's ability to communicate and work with the staff.
2. The staff's willingness to work together and for the College community.
3. The good rapport between the faculty and the library personnel.
4. The staff's opportunity to make suggestions, with good ideas put into practice if possible. (No one is denied the opportunity to make suggestions).
5. The good student help in specific areas.

NEEDS OF THE LIBRARY

The principal needs of the library fall into seven catagories: space, organization, staff concerns, problem-solving, student assistant concerns, College administration concerns, and other.

1. Space Needs
   a. Space is needed to perform duties efficiently and to accurately reflect operational requirements of the library.

b. Stressful situations currently exist regarding roles and the space to perform duties.

2. Organizational Needs

a. There is a need for an accurate organizational chart with clearly defined job descriptions.

b. There is a need for a clear statement of decision-making rights and responsibilities which define departmental and operational boundaries.

c. There should be one decision-maker at the head of each department.

(1) To prevent cross-over conflicts of decision making.

(2) To guarantee that decisions resulting from this study and any subsequent changes in policy procedure include all persons involved in those decisions and changes.

d. There is a need to have an organizational chart and policy statements available to the full staff, including student assistants, so that all pertinent information for work is given to the proper person and all policy questions are asked of the proper person.

e. There is a need to share information between departments and persons.

(1) The basis of policy and procedural decisions should be clearly set forth and assurances of understanding and agreement be made.

(2) Interdepartmental respect for the others' policies and procedures is important.

f. There is a need to examine procedures for their efficiency and revision if necessary.

g. There is a need for a reorganization of cataloging duties, the development of a collection evaluation and maintenance operation and more development of reference and instruction with adequate staffing. The periodical department is also in need of examination to determine whether additional staffing is required.

h. There is a need for more equitable distribution of duties and application of evaluation criteria.

i. There is a need for overall and detailed planning for the operations within the proposed library.

3. Staff Concerns

a. Support staff should be permitted and encouraged to use their knowledge and talents as fully as possible within the needs and possibilities of the library operations. More challenging work should be the continual keyword.

b. There is a need for staff and supervisors' affirmation of work that is well done, enthusiasm, equal treatment and fairness given to all, clear delineation of authority, consistencies and priorities.

c. There is a need for assurances of the sense of privacy, confidentiality and seriousness when complaints or suggestions are made and to know that the complaint or suggestion will be fully heard, fairly considered and acted on satisfactorily.

d. There is a need to develop personal sensitivity to the needs of other staff members and their values.

4. Problem-Solving Concerns

a. There is a need to distinguish between "job problems" and "people problems" and the fact that often the two are inextricably mixed.

b. There is a need for a problem- prevention system and for seminars on problem-solving and coping techniques.

c. There is a need for regular evaluation and discussion which is not solely a response to an immediate crisis.

d. There is a need for decisions to be made in consultation with those who will be directly affected by those decisions and who will be responsible for implementing them.

5. Student Assistant Concerns

a. There is a need for 10-hour help instead of the present emphasis on 5-hour work schedules.

b. Student assistants need to have more knowledge of the basic library skills.

c. Supervisors should be definitely identified and responsible for training their staff, emphasizing the "why" of procedures.

d. Students need to be fully trained in a program which allows the student herself to profit from the library employment as a learning experience.

6. College Administration Concerns

a. Concern was expressed regarding the physical condition of the library, most notably the malfunctioning plumbing and the major housekeeping items. The hope was expressed that these concerns would be answered as promptly and effectively as possible, considering the transitional nature of the present building in light of the proposed library and the importance of the library among other College facilities.

b. There was a desire to emphasize that problems can arise when changes are made in the curriculum without consulting the librarians. Often an increase in the budget is needed to provide for quality collections and back-runs of serials to support new courses adequately.

c. An increased budget is foreseen as needed once the proposed library begins operations.

7. Other Concerns

a. There is a need for continuing and careful collection evaluation and selection by librarians and faculty.

b. Various concerns were raised regarding the proposed library:

(1) Need for additional evening and weekend staff;

(2) Need for additional staff for the new operations and services, e.g., audio-visual and special collections;

(3) Need to organize the two separate operations of circulation and reserve into one operation;

(4) Need to determine how microforms will be handled;

(5) Need to determine whether valuable periodical runs and other materials which are not of a rare nature but still valuable will be kept in storage;

(6) Need to determine how the collection will be moved with minimum disruption of services and loss to the collection;

(7) Need to determine the arrangement of the collection within the proposed library;

(8) Need to design an effective signage system;

(9) Need to provide an in-house communications system.

One of the obvious needs of the staff is the provision of adequate space. Lack of physical space over a number of

years is causing increased tensions in working conditions and staff interrelations. The following outline lists physical changes which have taken place in the library over the past several years. This list will give the necessary background to understand the pressures being experienced by the library staff.

CHANGES IN THE LIBRARY

1. Expansion of library materials.
    a. Back issues of science periodicals were moved to the Science Building. (These may have to be moved to storage in Regina Hall because the science reading room is becoming overcrowded.)
    b. Increases in the book collection expanded the stack area to the third floor classroom, third floor lobby, hallway, small lobby at the head of the stairs and the faculty office adjacent to that lobby. The small seminar room on the ground floor was converted to a stack area and the storage room on the same floor was combined with a stack area for back issues of newspapers, yet more room is needed. Back issues of newspapers are kept from three to six months, but it is desired to keep all newspapers for one year.
    c. The rare book collection was moved to Regina Hall and the art books were transferred to the

vacated third floor room. This facilitated shifting of an overcrowded stack area.

d. The "bowling alley" in Regina Hall was turned into a storage area for lesser used books and back issues of periodicals.

e. The reference collection can no longer be housed in the reference room and has overflowed into the current periodical room. Bookcases have been squeezed in front of windows and protrude into the aisles.

f. Until a few months ago the back issues of nursing periodicals were stored in Havican Hall. The day-school needs for more space forced the library to remove these stored items to Regina storage. This storage area has nearly reached its capacity. The operation of moving items from Havican to Regina duplicated a great deal of effort for the periodical department.

2. Physical additions of library equipment and furniture.

a. A faculty office was taken over by the periodical librarian because of overcrowding in the bindery. Because of frequent plumbing breakdowns which cause an overflow of water into the periodical office, the librarian has had to move into the alcove of the periodical room on the main floor. She shares this desk space with the acquisitions assistants.

b. The card catalog has been expanded four times and has moved into the main lobby.

c. The reference, acquisitions, and inter-library loan desk was placed in the main lobby. These three mutually distinct operations are all performed concurrently at this single desk by two persons. Previous to this arrangement these operations were based in the director's office and served by two in-out baskets. A typewriter, table, bookcase and file cabinet were also placed in the lobby. Some patrons have complained about the noise of the typewriter and telephone conversations necessary to perform these reference duties.

d. In the cataloging office a third and fourth desk were added, along with a typewriter table, typewriter, bookcase and bookcart. The OCLC terminal was added and a printer attachment for the terminal will be installed for the 1980-81 term. The shelf list has expanded three times and there is no room for other additions. A stepladder has been added so that the catalogers can reach the precariously high top drawers of the catalog.

e. In the workroom a labeling machine, table, typewriter and book cart have been added, resulting in increased congestion. BOOKS IN PRINT and other bibliographic tools have been moved from the director's office together with the Order Files.

f. The circulation and reserve desks have been expanded and the reserve desk area has had more shelving added.

g. The circulation clerk has only a few square feet of work area, her desk having been placed in the entrance to the dumb waiter - a heavy traffic area.

h. The 3-M detection system with its security equipment has been added.

i. The director's office has had another bookcase added.

3. Expansion of library services.

a. The number of professional librarians has expanded from three to six.

b. There has been a significant increase in the workload of all departments. A noticeable increase has been in the areas of public services: reference and instruction and inter-library loan.

c. Since Saint Mary's Library joined ALSA 2 the volume of interlibrary loans has increased

because the library has become a lending institution to the four-county area serviced by ALSA 2. The implementation of the OCLC interlibrary loan mode has also increased demands on Saint Mary's. Conversely, Saint Mary's has increased its own interlibrary loan requests from other institutions.

d. The scheduling of OCLC terminal time is becoming a concern of both the cataloging and the interlibrary loan departments. The Music Seminar Room librarian also uses the terminal for searching and cataloging. OCLC is developing an acquisitions system and an automated circulation system which will be helpful to library operations but will also increase the waiting time for terminal access.

e. The College enrollment has increased and the number of faculty members has also increased. Provision of study space and services to these patrons has strained the talents and energies of the staff.

f. Major changes in the curriculum have necessitated a vast increase in the library holdings. The nursing and business courses are examples of such changes. The doctorate program in theology was phased out.

g. The co-exchange program with Notre Dame has increased the number of men on campus. One

aspect of this development is the need to provide better restroom facilities for men than currently exist in the library.

h. Saint Mary's now provides the undergraduate program in education for both Notre Dame and Saint Mary's.

i. Saint Mary's College has an exchange program with Holy Cross Junior College and belongs to NICE which allows students at IUSB, IVY Tech and Bethel College to use the library.

j. The use of audio-visual materials has increased. The library has one new turntable and four antiquated record players. The equipment is used in cubicles that formerly were faculty carrels.

k. The Science Department has requested that certain reference and other materials be permanently checked out to them.

l. The number of student assistants has been increased because of the library's expanded hours. Many of these students are working five hours instead of the desired ten hour workload, causing scheduling and training problems.

m. The librarians are experiencing stress and pressure due to the expanded working hours and the need for a professional supervisor

on duty as much of the time as possible. Under the current situation communication and supervisory difficulties are surfacing.

4. Deterioration of the physical plant.

   a. The present library was constructed during the Second World War and is showing its physical age.

   b. The plumbing in the last two years has been causing major problems due to its age and increased use.

   c. Until a few years ago when the new lights were installed, the library had an assortment of lighting fixtures. The present lighting in the reading rooms produces glare and eye strain.

   d. There is difficulty in obtaining consistent and complete maintenance care.

   e. The addition of air conditioning in selected offices has strained the electrical system, causing fuses to blow out when two or more appliances are on the same circuit.

5. Special Concerns

A decision must be made about the ambiguous status of the Music Seminar Room. The library supplies and pays for student assistants and the part-time cataloger. Stationery supplies are provided from the library budget as are some periodical subscriptions which duplicate the main library's holdings. The cost of cataloging on the OCLC terminal the Music

Seminar Room materials is significant. The Music Department does purchase the scores and recordings. Music literature and criticism continues to be purchased and housed by the main library.

BUDGET AND POLICY

BUDGET HISTORY

From 1972-1980 a number of increases were made in the library's operating budget. In the fiscal year 1972-73 the budget was given a substantial increase responsive to spiraling costs in books, periodicals, equipment, etc. Because of this increase the library's departments were able to operate with less pressure from budget worries. The budget received another increase to maintain the 3M detection system installed in 1977. Owing to this system's efficiency the bindery now sends out to its commercial binder between nine and eleven boxes of materials per month instead of two boxes per month as was formerly the case. This is a 300% increase in processed materials and a resultant increase in bindery costs. The 1979-80 operating budget was frozen College-wide to provide for faculty and staff salary increases. The 1980-81 operating budget, however, was increased College-wide by 9%.

In preparing the budget the head librarian receives the overall regulations from the administration and submits her desired budget to the Vice President and Dean of Faculty. The budget is then examined and finalized through mutual

interviews between the head librarian and the administrative officer of the College budget committee until it is approved by the Board of Regents.

BUDGET NEEDS

1. A substantial increase in the budget is foreseen as necessary to provide the new services and operational and maintenance needs of the proposed library. These new services are the audio-visual department with a curriculum laboratory, extended microform collection and equipment, archives, and the continuance of programs already in effect.
2. If the proposed library is delayed, budgetary increases will be necessary to facilitate remodeling and other operational expenses in the present library.
3. All indications are that the administration is aware of the library's financial needs and will continue to provide the budgetary support for the library's requirements as it has done in the past.

EMPLOYMENT POLICY

The College employment policies for support staff in the library are contained in the EMPLOYEE POLICIES AND BENEFITS handbook. Policies governing librarians are contained in THE GOVERNANCE OF THE COLLEGE manual. The library provides written job descriptions for each person and specific procedures for each department of the library: circulation, reserves,

periodicals, acquisitions, cataloging, interlibrary loan.

EMPLOYMENT NEED

Library procedures will need to be revised for the proposed library with the probable addition of staff members.

STUDENT ASSISTANT QUESTIONNAIRE

DESCRIPTION

The student assistant questionnaire was similar to that sent to the library staff with the exception of two additional statements and two substitute statements which related more to the assistants than to the supervisors. The questionnaire was sent to one out of every three of the forty-six students working in general library operations and to every student working in the periodicals, acquisitions, and technical services. Two former students who had long-term work experience with the library were also polled. The sample group was weighted toward upperclassmen because of their work experience. Twenty-two questionnaires were sent out and fourteen were returned. Follow-up interviews were not conducted with the students.

DUTIES OF STUDENT ASSISTANTS

Student assistants perform the routine duties of the library. In the circulation department they check materials in and out, shelve the materials and read the shelves. In the acquisitions department they check bibliographies against the materials owned by the library and against the materials

on order. They then type the order slips. The student assistant in technical services pastes the bookplates and the card pockets into the materials and marks their call numbers on the items in preparation for placing the materials on the library shelves. The periodicals department assistants send out notices to duplicate exchange partners and prepare lists of exchange items. They also claim the periodical issues that the library has not received from the publisher or subscription agent. The periodical assistants check for missing issues of periodicals which are unbound preparatory to their being shelved in the stacks. From time to time they move older periodical runs across campus to the storage room and subsequently retrieve those items when needed by patrons. In the reserve collection the assistants type reserve cards and lists. They check materials out to patrons and reshelve materials when they are returned.

SUMMARY OF QUESTIONNAIRE

The rating of replies to statements was on a scale of one to five with 1 = Never, 2 = Occasionally, 3 = Generally, 4 = Most of the time, and 5 = Always.

Communications (Table 1)

The overall communication in the library was considered very good. Students definitely receive the information they need to perform their duties. Most of the time they are adequately informed about what is going on in the library. Student

assistants are always given adequate time to perform their duties.

Staff Development (Table 3)

The majority of students questioned felt that most of the time employment at the library was a positive contribution to their college experience. There was a lower average for statements on development and interest. The majority of students felt that they were generally given enough opportunities to expand their abilities and to develop themselves, and that their jobs provided interest and satisfaction. Generally as the student assistant proves her ability she can be given more work and possibly more challenging work.

Michael and Jane Kathman comment on this area in "Management Problems of Student-Workers in Academic Libraries." (College and Research Libraries, March 1978, p. 121):

> ". . . much of the work performed by student assistants in the library is routine in nature. There is little intrinsic satisfaction obtained from the actual performance of the tasks. However, a supportive supervisor can provide student assistants increased extrinsic satisfaction in terms of the work environment created and the interpersonal relations established."

Student staff development is a weaker area and planning for the new library might include some improvement of the situation as part of the College's work/study program.

Supervision (Table 4)

Students felt that their overall supervision was very good. Student assistant performance is almost always evaluated fairly on the basis of effort and achievement. Students felt that their suggestions are generally considered and used if possible. Supervisors almost always helped the students achieve a good performance. Most of the time the instructions and directions given the students were consistent and clear. There was a divergence of opinion, but a slim majority of students felt that they were generally given prompt feedback on their work. They felt they were well trained generally for their duties and always knew who their supervisor was, with the exception of weekends and evenings when the librarians rotate these hours.

Organization (Table 5)

The library is generally well organized and every department is able to function efficiently and effectively, as much as the extremely crowded conditions will allow. The roles and responsibilities are clearly defined and communicated most of the time. There was a wide range of opinion about receiving instructions from one supervisor because of the evening and weekend rotation of the librarians, i.e., the librarian on duty Sunday may not be the person the student is used to seeing in charge of circulation, reserve, etc. If this person is one of the catalogers who works in the back and is seldom seen around the desk areas, the student might not even know this person. The librarian on duty evenings and weekends is in complete

charge of the library and performs duties that the librarians in other departments perform during the week. The majority of the student assistants receive their instructions from one supervisor most of the time and felt generally that their duties were distributed equally and fairly.

CONCLUSION

Overall, the library received high marks in internal communication, leadership and supervision. Organization was rated good; staff development was not very good.

Marcia Burns
Robert Hohl, Chairperson
May Anne Johnson
Cynthia Wisniewski

PART III

APPENDICES

APPENDIX A

CHARGE TO THE STUDY TEAM

The library staff at Saint Mary's College has reviewed the Small Library Planning Program and weighed the time and effort involved in constructing such a study with consideration of the long-range benefits for the College community. They have agreed with me that the results will be worth the effort that must be expended to make this Program a success.

By agreeing to serve on this Committee you also have shown that you realize the far reaching benefits this study will have for the College. We are grateful that you are willing to assist in this project. It will not be an easy task; but I am sure, as a result, we will have new directions to better use our present staff and facilities, to become more involved in the instructional programs of the College, to provide for a smooth transition to the new library, and to give the finest services when we are there.

Your report should be objective and based on the best evidence you can obtain. Your recommendations should be in line with current library thinking as found in library literature today and should reflect an awareness of technological and other changes that are taking place in the library field.

With all of this in mind I ask you to

(1) study the current management operations of the

library, assess the effectiveness of the services which are provided, and review the work patterns to develop ways by which the talents and energies of the librarians and staff can be most effectively used under the current physical and budgetary conditions;

(2) determine which services and managerial policies would be appropriate in the new library;

(3) determine what planning and action should be taken to insure the success of these services in the new library;

(4) assess the approaching technological changes occurring in the library field and their implications for Saint Mary's Library;

(5) consider ways to extend the nonprint resources and services of the library;

(6) analyze the effectiveness of the library in the teaching process of the College and suggest ways which would enable the library to be an active partner in that process.

Through your systematic analysis of the library's operations, services, and management practices as indicated above, and through the recommendations you make, the effectiveness of the library at Saint Mary's College in the instructional process of the College will be greatly strengthened and enhanced.

Sister Bernice Hollenhorst, C.S.C.

September 5, 1979

APPENDIX A

STUDY TEAM CHARGE TO TASK FORCES ON INSTITUTIONAL POLICY

The intention of the Study Team is that this charge will be read in conjunction with the charge given to the study team by the library director. It should be considered a guideline for the work of the task force.

A written report, well documented and based on your best thinking, is expected. This report should be considered a working paper as further analysis may be necessary after other reports are issued.

The study team would like to remind the task force that the time limitation for your study means that some key issues cannot be treated as thoroughly as others. You may wish to recommend that further study on an issue be pursued.

The study team collectively thanks each of you for taking on the responsibility of membership on this task force and we look forward to our work together.

SCOPE OF ANALYSIS AND KEY ISSUES

The task of your committee on institutional Policy is to assess the specific mechanisms for library participation in policy making and to examine the approach used by Saint Mary's College administration and the library. Your purpose will be to identify where changes are needed to strengthen the current situation. Specifically, you are charged to

APPENDIX A

analyze the following and prepare a report of your findings to be submitted to the study team:

1. To identify major institutional policies and their implications for library development,

2. To identify the current role of the library in institutional policy-making,

3. To examine the extent to which the library is now being considered in institutional policy-making,

4. To determine whether any modifications are needed,

5. To review the role and status of the librarians. (Rank and Tenure).

A final report of your findings will be submitted to the study team.

APPENDIX A

STUDY TEAM CHARGE TO TASK FORCE ON USER-SERVICES

The intention of the study team is that this charge will be read in conjunction with the charge given to the study team by the library director. It should be considered a guideline for the work of the task force.

A written report, well documented and based on your best thinking, is expected. This report should be considered a working paper as further analysis may be necessary after other reports are issued.

The study team would like to remind the task force that the time limitation for your study means that some key issues cannot be treated as thoroughly as others. You may wish to recommend that further study on an issue be pursued.

The study team collectively thanks each of you for taking on the responsibility of membership on this task force and we look forward to our work together.

SCOPE AND ANALYSIS AND KEY ISSUES

The task of your committee on User-Services will be to analyze two areas of needs: users and services.

In the area of User Needs:

1. To construct a framework for characterizing users;

2. To examine the needs important to users;

3. To consider how successful the library is in meeting user needs.

In the area of Services:

1. To examine needs in personnel, collections, facilities and equipment, technical services and public service;

2. To clarify the existing situation through a description of the current status of each category listed in number one;

3. To assess what is needed to strengthen the existing situation as described in number two.

A final report of your findings will be submitted to the study team.

APPENDIX A

STUDY TEAM CHARGE TO TASK FORCE ON MANAGEMENT

The intention of the study team is that this charge will be read in conjunction with the charge given to the study team by the library director. It should be considered a guideline for the work of the task force.

A written report, well documented and based on your best thinking, is expected. This report should be considered a working paper as further analysis may be necessary after other reports are issued.

The study team would like to remind the task force that the time limitation for your study means that some key issues cannot be treated as thoroughly as others. You may wish to recommend that further study on an issue be pursued.

The study team collectively thanks each of you for taking on the responsibility of membership on this task force and we look forward to our work together.

SCOPE OF ANALYSIS AND KEY ISSUES

The task of your committee on Management is to identify existing policies, to review each policy for currency and completeness, to identify areas in which policies are lacking, and to project future planning needs regarding the new library.

APPENDIX A

The specific areas you will address are

1. A review of library leadership and supervision, including a review of the library director and staff's external and internal responsibilities and relationships,

2. An examination of communication within the library,

3. An analysis of the library's decision-making process,

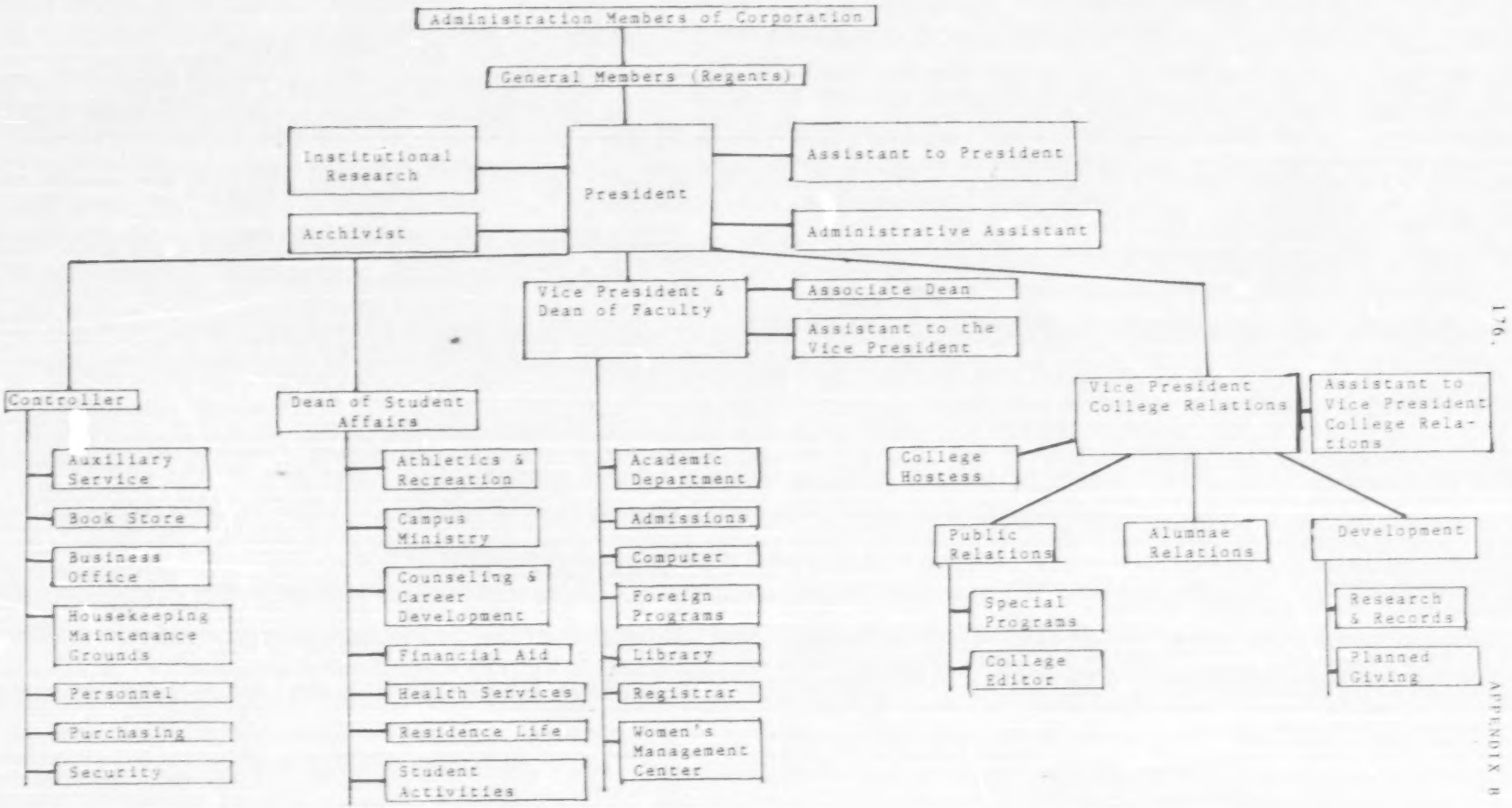
4. A review of library operating policies,

5. A review of budgeting and control,

6. Planning for the future (i.e., arrangement of collection, moving process, etc.).

A final report of your findings will be submitted to the study team.

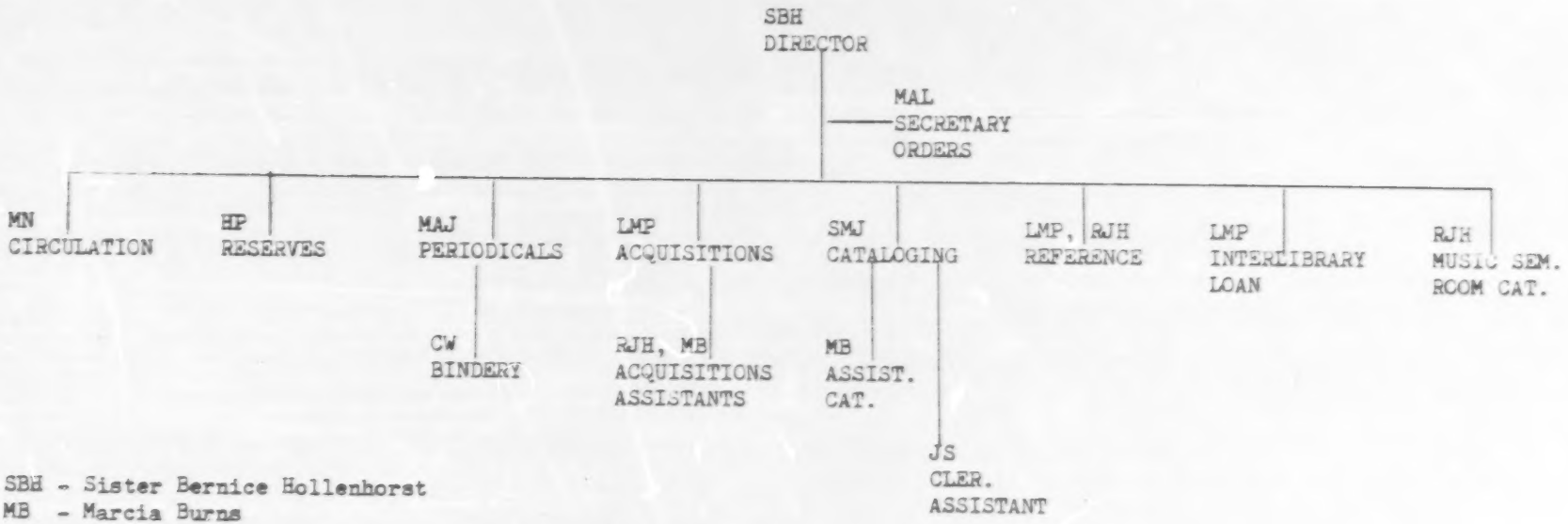
ORGANIZATION CHART



176.

APPENDIX B

ORGANIZATIONAL CHART
SAINT MARY'S COLLEGE LIBRARY
1979



SBH - Sister Bernice Hollenhorst
MB - Marcia Burns
RJH - Robert Hohl
MAJ - May Anne Johnson
SMJ - Sister Marjorie Jones
MAL - Mary Anne Loucks
MN - Mary Nimon
LMP - Lola Mae Philippsen
HP - Helen Probst
JS - Joyce Schell
CW - Cynthia Wisniewski

Student Assistants:
320 hours academic year
140 hours summer

APPENDIX C

INSTITUTIONAL PROFILE

FACULTY/STUDENT RATIO:	1:13.4
FACULTY TEACHING LOAD:	12 credit hours per semester; Department Chairmen, 9 hours
TUITION:	$3950 per year: general fees (1980-81)
ROOM AND BOARD:	$875 - $1,190 per semester (1980-81)
ADMISSION DATA:	Number of applicants (1979-80): 1167 admitted of total registered - 36% in top decile of high school class 28% in second decile of high school class 16% in third decile of high school class Median SAT: above 600 verbal SAT above 600 math SAT above 500 verbal SAT above 500 math SAT
REQUIRED ADMISSION TESTS:	CEEB-SAT or ACT Three achievement tests for placement purposes: English Composition, Foreign Language, one other (usually science or mathematics).
FINANCIAL AID:	49% receiving financial aid
COLLEGE BUDGET:	$12,108,885 (1979-80)
LIBRARY:	Number of volumes: 148,000 Number of periodical subscriptions: 778 Open stack policy. Staff includes 6 professional librarians, 5 full-time support staff, 40 student assistants.
ACADEMIC CALENDAR:	Semester Plan: August 28 - Dec. 20, 1979 Jan. 16 - May 17, 1980
REGIONAL ACCREDITATION:	North Central Association of Colleges and Secondary Schools.

APPENDIX C

PROFESSIONAL ACCREDITATION:

Indiana State Board of Education
National Council for the Accreditation of Teacher Education
National Association of Schools of Art
Indiana State Board of Nurses' Registration and Nursing Education
National League of Nursing
National Association of Schools of Music
(Associate Member)
American Chemical Society
(On Approved List).

APPENDIX D

STANDARDS FOR COLLEGE LIBRARIES

Standard 5: Delivery of Service

5 The college library shall establish and maintain a range and quality of services that will promote the academic program of the institution and encourage optimal library use.

5.1 Proper service shall include: the provision of continuing instruction to patrons in the effective exploitation of libraries; the guidance of patrons to the library materials they need; and the provision of information to patrons as appropriate.

5.2 Library materials shall be circulated to qualified patrons under equitable policies and for as long periods as possible without jeopardizing their availability to others.

5.2.1 The availability of reading materials shall be extended wherever possible by the provision of inexpensive means of photocopying.

5.2.2 The quality of the collections available locally to patrons shall be enhanced through the use of "National Interlibrary Loan Code 1968" (See Appendix II) and other cooperative agreements which provide reciprocal access to multi-library resources.

5.3 The hours of public access to the materials on the shelves, to the study facilities of the library, and to the library staff, shall be consistent with reasonable demand, both during the normal study week and during weekends and vacation periods.

5.4 Where academic programs are offered away from a campus, library services shall be provided in accord with ACRL's "Guidelines for Library Services to Extension Students".

taken from

STANDARDS FOR COLLEGE LIBRARIES.
Chicago, Association of College and Research Libraries
1975.

APPENDIX E

USER-SERVICES SURVEY INSTRUMENT

January 20, 1980

Dear Faculty Members:

Saint Mary's College Library is participating in the Small Library Planning Program of the Office of Management Studies, a division of the Association of Research Libraries, during this academic year. This program is an assisted self-study process that enables small academic libraries to develop action-oriented plans for improving their performance. Without current faculty input any evaluation of Saint Mary's Library cannot be valid. For this reason we urgently need YOUR perception of our services, collections, and participation in the campus learning experience.

Presented below are brief descriptions of some of the more significant challenges that small academic libraries face today. You are asked to help the library identify needed changes by doing two things:

1. Review these issues and consider the extent to which they apply to our library.
2. Complete the questions that are attached to this letter.

Challenges Facing Academic Libraries

Financial - Library materials costs are increasing faster than the rate of inflation, while most budgets and salary figures are not keeping pace with inflation.

Knowledge Explosion - Book and journal publishing continues to expand at an almost explosive rate.

Curriculum Changes - New programs, new teaching techniques, more independent study call for new library services and resources.

Technological Developments - New techniques and tools and more computerized operations are improving the library's capabilities, but these developments are initially costly and require new knowledge and skills.

New Resources - Improved reference tools, new material formats such as video cassettes, computerized indexing and bibliographic searching, require greater attention to informing and instructing users.

User Expectations - Faculty and students are expecting libraries to assume a more active role in furnishing services and resources to meet new requirements.

APPENDIX E

Will you help us by answering the attached questions and returning this form to us by January 28. Thank you for your cooperation.

TASK FORCE ON USER-SERVICES
Lola Mae Philippsen
Sister Bernice Hollenhorst

APPENDIX E

TO: Student assistants of Saint Mary's College Library

FROM: LIBRARY SELF-SURVEY, subgroup on Public Services

In order to gain insight into what Saint Mary's students expect from the library in the way of services and how they rate the public services presently offered, we appeal to you both as a student assistant and as an individual library user. How do YOU rate the library and its procedures in relation to these public services? Please be frank for we need your input.

1. Reference assistance (including interlibrary loan)

2. Assistance in finding periodicals (hanging kardex, circulation files, bindery)

3. Reserve desk (loan time, checkout system, posted vs. binder lists, fines)

4. Circulation desk (loan time, checkout, files, overdues/fines)

5. Surveillance system

6. Library use instruction (needed, presently sufficient, best form)

7. Directional signs, floor numbering system

8. Attitudes of librarians and permanent support staff

9. Availability and balance of staffing during library open hours

10. Accessibility of audio-visual materials

11. The library's image in the college community

12. Are there services you would like to see implemented in the new library?

Please add comments you feel are pertinent on the back of this sheet and place in the suggestion box.

APPENDIX E

QUESTIONS

1. List or briefly describe the major strengths of Saint Mary's library. (i.e., what features of the library do you consider outstanding?)

2. List or briefly describe the major weaknesses the library needs to resolve. (i.e., what policies or practices of the library do you consider need changing?)

3. List or briefly describe the major things you feel the library could do to improve its performance. (i.e., what are some opportunities the library might pursue that would enhance its performance capability?)

4. What use do you make of the library for your own research or leisure activities? (Check where appropriate).

____recreational reading

____journals, newspapers

____reference materials

____interlibrary loan

____requests for assistance in research, bibliographies

____other _____

Have the needs been met?

APPENDIX E

5. What use of the library is required of the students in your classes?

____reserve materials

____periodical materials ____retrospective ____current

____books

____reference materials

____anything requiring students to request interlibrary loan

____other _____

6. What perception do you have about how well your students' needs are being met? (i.e., possible reasons given by students for failing to complete an assignment.)

____library did not have materials

____materials were checked out or missing

____questions could not be/were not answered by reference librarian

____other_____

7. Are there areas of the collection which seem inadequate?

____books for a recently initiated course

____books for an established course that still seems to lack coverage

____periodicals for a recently initiated course

____periodicals for an established course that still seems to lack coverage

____other_____

8. Do all service areas (Reference, Circulation, Reserves, Periodicals, Technical Processing, Acquisitions) appear to answer questions and process requests cheerfully, accurately and promptly?

9. Are the hours for the various service areas sufficient?

10. Do you explicitly encourage your students to use Saint Mary's library _____, Notre Dame's library_____?

11. Do you feel more library use instruction is needed?_____

12. Comments?

Thank you very much. Please return your questionnaire to TASK FORCE ON USER/SERVICES, LIBRARY, by January 28.

_____ _____

DEPARTMENT SIGNATURE (IF DESIRED)

APPENDIX F

MANAGEMENT QUESTIONNAIRE I

Staff

Statements (Use Score Sheet to Record Answers)

1. Staff receive the information they need to do their job.
2. Staff are adequately informed about what is going on throughout the library.
3. Staff members feel free to talk about job problems and offer solutions to them.
4. Staff are encouraged to speak out and discuss problems.
5. Working conditions are free of unnecessary stress.
6. Staff are involved in important decisions related to their job.
7. Supervisors show trust and confidence in employees.
8. Supervisors set high standards.
9. Supervisors look for ways of improving the performance of their units.
10. Staff are given adequate time to perform duties properly.
11. Staff are given opportunities to expand their abilities and develop themselves.
12. Staff who expand their abilities can expect to be given more challenging work.
13. Staff who expand their abilities can expect to be given more work.
14. There are promotion opportunities for staff who develop themselves.
15. Personal development efforts are recognized and acknowledged.
16. Work provides continuing interest and job satisfaction.
17. Staff performance is evaluated fairly on the basis of effort and achievement.
18. When staff offer improvement suggestions, their ideas are discussed and used if feasible.
19. Supervisors help staff achieve good performance.

20. Instructions and directions are consistent.

21. Staff are given clear direction.

22. Staff are given prompt feedback on their work.

23. Staff receive the training they require to do a good job.

24. The library is well organized so that each unit is able to function efficiently and effectively.

25. Roles and responsibilities in the library are clearly defined and communicated.

26. Individuals receive instructions and direction from one supervisor only.

27. Duties are distributed equitably and fairly.

28. Staff are given adequate authority to do their job properly.

29. Staff are provided with adequate assistants to perform duties properly.

MANAGEMENT QUESTIONNAIRE I APPENDIX F

SCORE SHEET

Statement	Never	Occasionally	Generally	Most of Time	Always
	1	2	3	4	5
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5
16.	1	2	3	4	5
17.	1	2	3	4	5
18.	1	2	3	4	5
19.	1	2	3	4	5
20.	1	2	3	4	5
21.	1	2	3	4	5
22.	1	2	3	4	5
23.	1	2	3	4	5
24.	1	2	3	4	5
25.	1	2	3	4	5
26.	1	2	3	4	5
27.	1	2	3	4	5
28.	1	2	3	4	5
29.	1	2	3	4	5

COMMENTS:

APPENDIX F

MANAGEMENT QUESTIONNAIRE I
TALLY SHEET

COMMUNICATION

___ ___ ___ ___ ___ /5 ___ Average 1
1 2 3 4 5

LEADERSHIP

___ ___ ___ ___ ___ /5 ___ Average 2
6 7 8 9 10

STAFF DEVELOPMENT

___ ___ ___ ___ ___ ___ /6 ___ Average 3
11 12 13 14 15 16

SUPERVISION

___ ___ ___ ___ ___ ___ ___ /7 ___ Average 4
17 18 19 20 21 22 23

ORGANIZATION

___ ___ ___ ___ ___ ___ /6 ___ Average 5
24 25 26 27 28 29

OVERALL SCORE:

_____ _____ _____ _____ _____ /5 _____
Av. 1 Av. 2 Av. 3 Av. 4 Av. 5

APPENDIX F

MANAGEMENT QUESTIONNAIRE I
RESULTS

TABLE 1 COMMUNICATION	MEAN	MEDIAN
1. Staff receive the information they need to do their job.	4.1	4
2. Staff are adequately informed about what is going on throughout the library.	3.4	3.5
3. Staff members feel free to talk about job problems and offer solutions to them.	3.6	4
4. Staff are encouraged to speak out and discuss problems.	3.6	3.5
5. Working conditions are free of unnecessary stress.	3.1	3
TOTAL	3.6	3.5

TABLE 2 LEADERSHIP		
6. Staff are involved in important decisions related to their job.	3.6	4
7. Supervisors show trust and confidence in employees.	4.1	4
8. Supervisors set high standards.	4	4
9. Supervisors look for ways of improving the performance of their units.	4.2	4.5
10. Staff are given adequate time to perform duties properly.	4.1	4.5
TOTAL	4	4

TABLE 3 STAFF DEVELOPMENT		
11. Staff are given opportunities to expand their abilities and develop themselves.	3.3**	2.5
12. Staff who expand their abilities can expect to be given more challenging work.	2.3***	2
*13. Staff who expand their abilities can expect to be given more work.	3.1	2.5
14. There are promotion opportunities for staff who develop themselves.	2**	1.5

APPENDIX F

	MEAN	MEDIAN
15. Personal development efforts are recognized and acknowledged.	3.5****	3.5
16. Work provides continuing interest and job satisfaction	3.8	4
TOTAL	3	2.5

*This question was not averaged into the overall statistics.
**Two respondents did not answer this question.
***Three respondents did not answer this question.
****One respondent did not answer this question.

TABLE 4 SUPERVISION

17. Staff performance is evaluated fairly on the basis of effort and achievement.	3.7*	3.5
18. When staff offer improvement suggestions, their ideas are discussed and used if feasible.	3.9*	4
19. Supervisors help staff achieve good performance.	3.9*	3.5
20. Instructions and directions are consistent.	3.7	4
21. Staff are given clear direction.	3.4*	3
22. Staff are given prompt feedback on their work.	3.7	4
23. Staff receive the training they require to do a good job.	3.7	4

*One respondent did not answer this question.

TABLE 5 ORGANIZATION

24. The library is well organized so that each unit is able to function efficiently and effectively.	3.4*	3.5
25. Roles and responsibilities in the library are clearly defined and communicated.	3*	3
26. Individuals receive instructions and direction from one supervisor only.	3*	3
27. Duties are distributed equitably and fairly	3.5	3.5

APPENDIX F

	MEAN	MEDIAN
28. Staff are given adequate authority to do their job properly.	3.8	4
29. Staff are provided with adequate assistants to perform duties properly.	3.8	4
TOTAL	3.4	3.5
TOTAL OF ALL FIVE TABLES	3.5	3.5

SCALE:

5 - ALWAYS
4 - MOST OF THE TIME
3 - GENERALLY
2 - OCCASIONALLY
1 - NEVER

APPENDIX F

MANAGEMENT QUESTIONNAIRE II

Staff

Directions: Please type, if possible, your answers in numerical order on a separate sheet of paper.

I. Please provide a job description listing all of your duties and responsibilities in your own words in some detail.

II. What do you consider the needs in your area?

III. What do you see as the needs of the overall library operation?

IV. What do you consider the strengths of your area?

V. What do you see as the strengths of the overall library operation?

VI. What suggestions do you have for increased efficiency in your area?

VII. What suggestions do you have for increased efficiency in overall library operations?

We would like to have a personal interview with you to clarify points you have made on this questionnaire. Please contact the members of the task force with whom you would like to meet within the next week.

APPENDIX F

MANAGEMENT QUESTIONNAIRE III

Staff Personal Interview

1. Did you feel free to answer honestly the anonymous questionnaire and job description?

   What were the positive points about the questionnaire and job description?

   What were the negative or confusing points about them?

2. What do you see as the strengths of the library in general and specific?

   What do you see as the needs of the library in general and specific?

   How would you improve operations/organization in the following areas:

   COMMUNICATIONS
   TRAINING
   SUPERVISION WHICH YOU RECEIVE AND WHICH YOU GIVE
   DECISION-MAKING
   PROCESS OF COMPLAINTS--SUGGESTIONS--IMPROVEMENTS
   STAFF ATTITUDE--MOTIVATION--EVALUATION
   STAFF ORGANIZATION--SIZE--RESPONSIBILITIES (Internal/external)
   STAFF PERSONAL INTER-RELATIONSHIPS/GROWTH
   OTHER CONCERNS

   Are decision-makers aware of problems?

   If you see a problem, do you take care of it? How?

   Can you take care of problems? How should the library take care of problems?

3. Are budgeting concerns adequately considered?

4. Is planning satisfactory? For the present building? For the new library?

5. Did you feel free to speak your mind during this interview?

APPENDIX F

MANAGEMENT QUESTIONNAIRE IV

Student Assistants

What year of study are you in: Senior_____ Junior_____

Sophomore_____Freshman_____

Where is the greatest part of your working hours spent:

Circulation/Reserve desk_____

Shelving Books/Reading Shelves_____

Other Departments _____

Statements (Use Score Sheet to Record Answers)

1. Staff receive the information they need to do their job.
2. Staff are adequately informed about what is going on throughout the library.
3. Staff members feel free to talk about job problems and offer solutions to them.
4. Staff are encouraged to speak out and discuss problems.
5. Working conditions are free of unnecessary stress.
6. Employment at the library is a positive contribution to my college experience.
7. Supervisors show trust and confidence in employees.
8. Supervisors set high standards.
9. Supervisors look for ways of improving the performance of their units.
10. Staff are given adequate time to perform duties properly.
11. Staff are given opportunities to expand their abilities and develop themselves.
12. Staff who expand their abilities can expect to be given more challenging work.
13. Staff who expand their abilities can expect to be given more work.
14. There are promotion opportunities for staff who develop themselves.

15. Personal development efforts are recognized and acknowledged.

16. Work provides continuing interest and job satisfaction.

17. Staff performance is evaluated fairly on the basis of effort and achievement.

18. When staff offer improvement suggestions, their ideas are discussed and used if feasible.

19. Supervisors help staff achieve good performance.

20. Instructions and directions are consistent.

21. Staff are given clear direction.

22. Staff are given prompt feedback on their work.

23. Staff receive the training they require to do a good job.

24. The library is well organized so that each unit is able to function efficiently and effectively.

25. Roles and responsibilities in the library are clearly defined and communicated.

26. Individuals receive instructions and direction from one supervisor only.

27. Duties are distributed equitably and fairly.

28. Staff know who is their supervisor.

29. Staff know who is their supervisor during day hours.

30. Staff know who is their supervisor during evening hours.

31. Staff know who is their supervisor during weekend hours.

(Score Sheet and Tally Sheet Same as for Staff)

APPENDIX F

MANAGEMENT QUESTIONNAIRE IV
RESULTS

TABLE 1	COMMUNICATION	MEAN	MEDIAN
1.	Staff receive the information they need to do their job.	4.2	4.0
2.	Staff are adequately informed about what is going on throughout the library.	3.6	4.0
3.	Staff members feel free to talk about job problems and offer solutions to them.	3.6	4.0
4.	Staff are encouraged to speak out and discuss problems.	3.7	4.0
5.	Working conditions are free of unnecessary stress.	3.7	4.0
	TOTAL	3.7	4.0
TABLE II	LEADERSHIP		
7.	Supervisors show trust and confidence in employees.	4.1	4.0
8.	Supervisors set high standards.	3.6	4.0
9.	Supervisors look for ways of improving the performance of their unit.	4.0	5.0
10.	Staff are given adequate time to perform duties properly.	5.0	5.0
	TOTAL	4.1	4.5
TABLE III	STAFF DEVELOPMENT		
6.	Employment at the library is a positive contribution to my college career.	4.0	4.0
11.	Staff are given opportunities to expand their abilities and develop themselves.	3.3	3.0
12.	Staff who expand their abilities can expect to be given more challenging work.	3.3	4.0
13.	Staff who expand their abilities can expect to be given more work.	3.6	4.0

APPENDIX F

		MEAN	MEDIAN
14.	There are promotion opportunities for staff who develop themselves.	2.6*	2.0*
15.	Personal development efforts are recognized and acknowledged.	3.3	3.0
16.	Work provides continuing interest and job satisfaction.	3.0	3.0
	TOTAL	3.7	3.0

*One person did not answer this question.

TABLE IV SUPERVISION

17.	Staff performance is evaluated fairly on the basis of effort and achievement.	3.9	4.0
18.	When staff offer improvement suggestions their ideas are discussed and used if feasible.	3.8*	4.0*
19.	Supervisors help staff achieve good performance.	4.1	4.0
20.	Instructions and directions are consistent.	3.9	4.0
21.	Staff are given clear direction.	4.0	4.0
22.	Staff are given prompt feedback on their work.	3.6	4.0
23.	Staff receive the training they require to do a good job.	3.9	4.0
28.	Staff know who is their supervisor.	4.7	5.0
	TOTAL	3.9	4.0

*One person did not answer this question.

TABLE V ORGANIZATION

24.	The library is well organized so that each department is able to function efficiently and effectively.	3.5*	4.0*
25.	Rolls and responsibilities in the library are clearly defined and communicated.	4.0	4.0
26.	Individuals receive instructions and direction from one supervisor only.	3.2*	4.0*

APPENDIX F

	MEAN	MEDIAN
27. Duties are distributed equitably and fairly.	3.6	4.0
TOTAL	3.5	4.0
OVERALL TOTAL	3.7	4.0

APPENDIX G

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